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ABSTRACT

The ABE/LD-TV (Or LIT-TV) program consists of three color television films and a handbook; its need was shown by an assessment of adult basic education (ABE) programs throughout Indiana which revealed that the majority of adult education workers had unclear and conflicting ideas about learning disabilities in adults. Throughout the development and production stages of the materials there was constant and intensive formative evaluation, including expert appraisal before shooting, storyboarding of films at various stages of development, expert reappraisal of refined materials, and a field evaluation of both completed storyboards and the total prototype instructional materials. The materials were evaluated for visual attractiveness, freshness and originality of approach, appeal to adults, and the degree to which they assumed a high level of motivation among the audience. In the dissemination phase of the project, LIT-TV workshops were conducted with literacy volunteers, ABE educators, and librarians from around the state, and the materials were made available to local workshops statewide. Evaluation results indicate that responses to this program from participants has been favorable. (Appendixes constitute more than half of the document and include materials related to program background, target populations, needs analysis, design, development and production, information dissemination, and evaluation.) (DF)

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LIT - TV

LITERACY INSTRUCTOR TRAINING

FINAL REPORT

January, 1978

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Introduction

The Presentation of the Original Workshop

In 1974, a workshop comprised of volunteer tutors called New Readers in Bloomington met to learn about teaching basic reading to adults and teenagers who are functionally illiterate. Made possible through the financial support of Pi Lambda Theta* the workshop was organized to provide the following areas of competency for the volunteer tutor:

1. ability to evaluate for placement, diagnosis, and achievement.

2. ability to use the following instructional methods: language experience approach, sight words, phonics, and phonics-in-pattern. These methods are applicable to any literary or informational resources of adult or teenage interests - newspapers, sports articles, homemaking materials, drivers' manuals, for instance.

3. ability to plan for an instructional lesson.

4. sensitivity to the needs of the nonreader.

The training schedule consisted of: a) a direct instruction of the area of competency; b) a live demonstration of the technique just described. Both were presented by the workshop leaders and

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*During the summer of 1974, as plans were going forward for the training of a group of volunteer tutors in Bloomington, Indiana, a call was made to Dr. Anabel Newman of the Indiana University Reading Department requesting assistance in the development of a tutor training workshop for the volunteer members of a group called New Readers in Bloomington. Mrs. Andrea O'Neill, then chairman of New Readers, indicated that such a workshop should be approximately 20 hours in length and that it should take place in late October or early November. Although, Dr. Newman was unable at that time, due to other commitments, to respond to the request to conduct the workshop, she had worked with two ABE volunteer trainers in Buffalo, New York, Mrs. Peg Williams and Mrs. Shirley Thomas, and felt that they would be excellent for the assignment. The Bloomington chapter (Iota) of Pi Lambda Theta (professional education honorary and service organization) responded positively to the request for transportation and honorarium monies with which to bring the two trainers to Bloomington. And so the workshops went forward.

followed by a period of practice in which the trainees practiced one-to-one, in a role-playing situation, the techniques just taught them.

Homework assignments were given, and the trainees took a brief exam at the end of the 20 hour workshop. The trainees also received a kit of materials at the beginning of the workshop. The kits included TUTOR, which was the textbook of the workshop, and READ, LVA's diagnostic testing tool, which trainees were taught to administer.

Twenty-six tutor trainees attended and all attended the full twenty hours training on Friday evening, Saturday, Sunday and Monday evening. (November 1-4, 1974) The sustained interest and commitment of participants was most impressive.

All twenty hours of this original workshop were videotaped in black and white by Dr. Michael Parer and crew. It was the hope that these tapes might subsequently be edited and the resulting training films placed at the Monroe County Public Library for use in future training sessions. Unfortunately, the press of time prevented this development as Dr. Parer was completing a dissertation and other staff was not available for the project. The call for proposals in the fall of 1975, under the special federal 309 projects, from the Department of Public Instruction seemed to provide the ideal impetus for editing the footage from the 1974 workshop.

The description of how this call was answered unwinds in the following report. The fact that the black and white footage from the original workshop could never be used because DPI felt that color only would be acceptable provides the key to a development project which should have been funded for two years taking place in six months.

Define

Background

General needs identified by the project. In 1969, the United States census showed that one per cent of all adults (300-400 people in a city the equivalent size of Bloomington, Indiana), did not have the literacy skills to function normally in society. In fact, 543 Bloomington and 1602 Monroe County citizens have had six years or less education. According to Helen Lyman in Library Materials in Service to the Adult New Reader (Chicago, A.L.A., 1973), evidence indicates that most of those with five or less years of schooling turn out to be functionally illiterate. Community concern about this problem led to the re-formation in 1974 of "New Readers in

Bloomington," a volunteer group based in the Monroe County Public Library which offered literacy training to volunteer tutors. Within two years, over 63 adults from the community offered their services to teach functionally illiterate adults on a one-to-one basis. Two workshops were organized to train new tutors, and another was conducted to give inservice training to those already tutoring. One of these was the 20 hour workshop mentioned in the "Introduction" which would not have been financially feasible to replicate on an annual basis without financial assistance.

National literacy figures suggested that these first hand experiences would be duplicated all over the United States, and might be representative of foreign countries as well. Training tapes for use on a recurring basis in this situation where an abundance of tutors were available would have been very valuable. Thus, although no formal local needs study was mounted before submitting this proposal, direct experience in tutor training, experience in ABE research, and meeting with other ABE educators at national professional meetings suggested that the field of ABE would profit from having a set of professionally developed tutor training video tapes presenting basic literacy strategy and management approaches in the teaching of reading.

It was estimated that the proposed LIT-TV project would directly serve at least fifty people in each city the size of Bloomington and proportionably more for larger cities. Thus, in Indiana with 5.3 million residents, it was expected that upwards of 9,000 potential literacy tutors would have use of the proposed package to assist over 50,000 functionally illiterate adults in Indiana alone.

The LIT-TV staff brought a breadth of background in development and in education, which made the project co-directors, Dr. Anabel Newman and Dr. Michael Parer, acutely aware of the need for training materials for tutors in Adult Basic Education (ABE). Five years work including research and inservice training in Buffalo with inner city adults reading below the third grade level, for example, pointed out to Dr. Newman how helpful it would be to have training support materials which could be used for preservice and inservice training sessions. Training tapes would have been a very useful adjunct to the inservice session offered to an active group of volunteer tutors affiliated with Literacy Volunteers of America, also desiring inservice work to supplement the presentations they had received. In Australia, where Dr. Parer had worked in serving the adult migrant people, using television, training materials would have been useful in overcoming the great distances which separate potential tutors from a training source. Training tapes would have satisfied the needs in this situation.

Support for the above assumptions was seen in the Adult Performance Level study released in November, 1974 by the United States Office of Education which published the results of a four year study involving 10,000 adults. This investigation sought to determine just how well Americans were equipped with mental skills to cope with the common literacy tasks associated with modern life. The survey revealed that thirteen percent of adults were unable to address an envelope well enough to assure that it would go through the postal service. Also, fourteen percent were unable to make out a personal check that a bank could process. This survey confirmed that about 23 million citizens possess glaring and inadequate literacy skills.

Specific needs and objectives of the LIT-TV project. In January, 1976, a proposal was funded to Indiana University through the Department of Public Instruction, Division of Adult Education, State of Indiana, for the purpose of producing five TV/film workshops in color to train teachers and paraprofessional tutors for teaching reading to adult functional illiterates. The project assumed the title LIT-TV (Literacy Instructor Training - TV). Two units on the Bloomington Campus, the Division of Teacher Education (DTE) and the Center for Innovation In Teaching the Handicapped (CITH) became associated with the proposal through Project Co-Directors, Dr. Anabel Newman and Michael S. Parer. Initially, the project was funded for $35,000, and was to go from January, 1976 to August, 1976. Later fundings amounting to $53,000 continued the project to December, 1977, at which time 5 TV/film workshops would be turned over to the Department of Public Instruction, Division of Adult Education. A team of six people, including the Co-Directors, was assembled according to expertise in reading, adult literacy, ITV development and production, and evaluation.

The proposal abstract described the needs and objectives of the project as perceived by the Co-Directors:

> Funds are sought to develop and produce a series of five cassette videotapes for use in training paraprofessional tutors and inservice ABE teachers unfamiliar with Adult Basic Education. The proposed project will present and illustrate four basic strategies for teaching reading to adults functioning at the lowest levels of educational development. The proposed project will also present management tips for maintaining sound tutor/student relationships. It is projected that the training tapes and support materials would be used primarily in training adult basic education tutors and tutor trainers. Ultimately these tapes would be helping those

functionally illiterate adults at the lowest level of educational attainment to acquire basic literacy skills. Needs at the regional and state level would also be served. Given a tutor training workshop for adult basic education tutors, a training package of five tapes (not to exceed 28 minutes each) and support print materials will be developed. This package will be used in training new literacy tutors or in augmenting the skills of existing literacy tutors. An existing video tape of the "New Readers in Bloomington Workshop" (October, 1974) will be reviewed and appropriate portions extracted. Supplemental video segments will be developed using experienced ABE and other consultants in addition to professional researchers. Adjunct print materials will be developed concurrent with and subsequent to the production of the video tapes.

Obstacles to needs attainment. The major factors that prevented these needs of literacy tutors from being met have been:

1. tutor workshops are expensive. They take one or two days, and literacy groups rarely have funds to rent meeting facilities and pay expenses for such workshops, and so workshops are held all too infrequently.

2. approximately half of adult literacy tutors are volunteers and are available "after hours".

3. relatively small numbers of tutors (i.e., 1-20) require training at any one time.

4. although there is a significant literacy problem in this county, it is not highlighted as one of the urgent and dramatic social action programs. Training of paraprofessional literacy tutors receives a low priority.

This has been unfortunate, for the studies of Dr. D. Ellson, originator of the Programmed Tutoring System, have shown in Indianapolis and elsewhere a remarkable success among children with the use of paraprofessional literacy tutors.

Focus of the LIT-TV curriculum package. It was noted that ultimately it would be necessary and desirable to present a training package in which consideration would be given to:

1. a philosophical *overview* of the general literacy needs within Adult Basic Education.

2. a collection of *diagnostic techniques* appropriate to working with adults.

3. a presentation of *broad goals* and *specific objectives* appropriate to the field.

4. training in how to plan *assessment* of literacy goals in ABE.

5. *strategies, organization* and *resources* in literacy for ABE.

6. actual *implementation of instruction* with ABE students.

7. *evaluation,* both program and student.

8. *revision* based upon formative and summative evaluations.

However, given the time and financial resources available, the LIT-TV package would respond to only a portion of step 5 in the curriculum package described above. Specifically, the LIT-TV project would present several basic strategies for teaching reading to ABE students.

Advantages of the project for Indiana University. Indiana University agreed to accept the LIT-TV grant without overhead for the following reasons:

1. Show concern for adults in Indiana who are functioning at the lowest level of educational attainment.

2. Spread University goodwill among ABE teachers and students at the ABE centers throughout Indiana.

3. Strengthen the educational opportunities for literacy trainers who serve poor adults coming for basic skills in reading.

4. Indirectly and partially support a few of the Reading Education Department's ongoing activities.

5. Provide support for graduate students.

6. Develop a series of literacy training workshops and strengthen the leadership role of Indiana University-Bloomington in the area of adult literacy.

7. Provide the Reading Practicum Center with a set of the LIT-TV workshop TV/film and print components for use in preservice teacher training.

8. Make innovations in the area of design and production of instructional TV and film less costly in future developmental work.

IU institutional resources utilized by the project. "It takes a variety of talents and a series of co-ordinated decisions to get a television program successfully through the interlocking stages of planning, funding, production, evaluation, distribution, and utilization" (Mielke, 1973).

The Institute for Child Study at Indiana University was developed as a model service center for children with learning difficulties and is one of the major educational clinics in the country. It provides service programs in reading, speech and hearing, mental retardation, cultural deprivation, and emotional disturbance. The Institute contains a large library of reading materials, a professional library and extensive equipment. Twelve rooms specially equipped with one-way vision and elaborate recording equipment are available. Closed circuit television and some video taping equipment are also available. Many research projects designed to study the learning processes have been conducted through the Institute. There is an excellent staff of individuals who have worked extensively with such processes as concept formation, learning styles, and language acquisition.

The Reading Practicum Center (RPC) at Indiana University is located in the Institute for Child Study and serves as a study and resource center for graduate and undergraduate students. It services primarily students enrolled in the beginning reading courses (X504-Diagnosis and X525-Practicum in Reading). Students enrolled in undergraduate courses in Reading/Language Arts and Special Education also use the Center regularly.

The collection of ABE materials housed in the School of Education Reading Lab was moved to the RPC, and a workshop meeting for new tutors in New Readers in Bloomington was conducted at the Center. Materials produced during the ABE Literacy Research Project in Buffalo, New York (Brown, Newman, 1968) were also available for reference. Thus, the Center was building its capability as a research and development center in the area of ABE. The Center is staffed by a Director (Dr. Anabel Newman), a

supervisor, and two graduate assistants. The holdings of the Center include:

books and other media

- 4,000 books especially appropriate for the needs of problem readers (including the recently added ABE collection)
- approximately 100 professional texts
- a small collection of cassette tapes and records

tests and records

- case files for pupils serviced by the Center (1969-1977)
- extensive reference files for READING as a content area
- reference test file
- test file with tests for sale
- publishers file
- reading related equipment including telebinocular, audiometer, filmstrip projector, etc.

professional reading and conference room

This small classroom houses a wide variety of reading supportive packaged material such as SRA labs, EDL materials, Singer sets, etc. Professional texts are also housed in this room. ABE materials are also shelved in this room and are made available to the New Readers in Bloomington tutors.

Over the past eighteen months the Center serviced over 500 children, either for diagnosis or for tutorial work. Requests for help for adults who cannot read are referred to appropriate sources. Diagnostic or tutorial work is usually fulfilled at the pupil's school. When this is not possible, the children are brought to the Center which then utilizes the excellent tutorial facilities available within the Institute for Child Study.

Development of Target Population and Needs Analysis

During the initial stages of LIT-TV, several types of analysis were completed to ensure that the materials developed would meet the needs of, and be used by, practitioners in the field. A concept analysis was undertaken at the writing of the initial proposal and took the form of specific measurable objectives. A target population and context analysis, and a needs assessment was undertaken during the first months of the project. The results follow.

Target population analysis: purpose and procedure. Before needs in the field could be assessed and matched with those already perceived by the experts, the target population for the workshops had to be identified and contact made with potential users. This was considered a vital part of the evaluation procedure.

Ultimately the target population for the project would be: 1) teachers and tutors throughout the State of Indiana who are now engaged in tutoring adult non-readers, and 2) potential teachers and tutors who have not yet begun working with functionally illiterate adults. To reach these people, as well as to obtain some necessary information about literacy programs in the State, our first contacts were to be administrators of literacy programs in Indiana. Three sources were used to identify literacy program administrators:

1. a mailing list provided by the Department of Public Instruction, Division of Adult Education, henceforth referred to as the ABE (Adult Basic Education) List;

2. a list of county, regional, and large city librarians in Indiana gathered from the current American Library Directory; and

3. a list of private service organizations such as church groups, civic groups, reading clinics, etc., located in Indianapolis, preferably with a state-wide base. This list was composed using the Indianapolis Telephone Directory.

Target population: audience. Two forms were prepared and sent, with cover letters, to a total or 167 people around the state. (See Appendix A). The purpose of Form A was simple to establish relevant contacts. Form B was designed to provide pertinent information about literacy programs now functioning in the State of Indiana. Form A was sent to all three of the mailing lists above. Form B went to the ABE mailing list, and

to those persons recommended in responses to Form A. Recipients of these forms were as follows:

Form A - 56 librarians
- 36 state service organizations

Forms A & B - 67 ABE Directors and/or trainers

Form B - 37 ABE Directors and/or trainers (second round)

Total Form B - 104

Target population: results. This target population survey revealed the following characteristics about those responding to the questionnaire. We caution that this information is not generalizable to the entire population of ABE centers in the State of Indiana since we were not working with a random sample, but it does give some indication of trends and characteristics.

1. Of the 41 respondents, 30 were literacy program administrators, 4 were administrators and teachers in a literacy program, and 7 were teachers only.

2. Forty-one literacy programs responding across the State reported a total of 506 teachers/tutors. The mean number of teachers in the literacy programs responding was 12.3; the mode was 4; the range from 1 to 61.

3. Of the 506 active teachers/tutors reported, approximately 274 (54%) were teachers by profession; 210 (41%) had no teacher training other than that provided by the literacy program in which they worked; and 22 (4%) reported no training at all.

4. Twenty-five of the forty-one respondents did not have nor did they plan to have in the near future regular training programs for tutors. Fourteen of the forty-one did have, or planned to have, training programs regularly.

5. The usual format for tutor-training for the programs responding was a one-to-one, "catch as catch can" procedure. Sixteen programs indicated this type of training. Fifteen programs reported some combination of one-to-one, workshops, weekly meetings, etc.

6. Most programs had access to some equipment. 32 programs had 16 mm film projectors (6 did not); 34 had audio cassette recorder (5 did not); 18 had 1/2 inch video equipment (21 did not); and 14 had video cassette equipment (25 did not).

7. Fewer program reported actual use of such equipment. 10 programs reported use of 16 mm film in training tutors; 12 reported use of slide-tapes; 7 reported use of audio tapes; and 6 reported use of video tapes in training tutors.

8. Most of the programs did report that they would use this media in the future in tutor-training. Thirty four programs said they would consider using films in the future; 20 would consider using video cassettes; and 21 would consider using 1/2 inch video.

9. The names and addresses of over 200 literacy tutors throughout the state were submitted by the respondents. One hundred and sixty of these were received in time to comprise our mailing list for a needs analysis. This information was displayed in tables (See Appendix A).

Among the implications and recommendations considered as a result of this population analysis, were the following:

-If so many literacy teachers/tutors are public school teachers by profession, are they effective ABE teachers? Do they have time to plan, for example?

-There probably is a great need for a tutor training program, since over 50% of this population reported not having a regular training program.

-A tighter pre-service and in-service training program in group situations to cover all ABE teachers needs to be developed.

-Technical support is needed if tutors are to use the training materials available in mediated form.

Relation of target population analysis to evaluation theory. The concept of the evaluator as a data-collector providing a service function by supplying data to administrators and decision-makers charged with conduct of a program is basic to several evaluation models (Stake, 1967; Stufflebeam, 1968; Alkin, 1969).

This function of Forms A and B is self-evident. The data collected and described above have long-range usefulness to the project funders and for the literacy programs identified in this study long after Project LIT-TV is terminated. Many of the data were also of immediate usefulness to the project staff.

Going one step further, a target population analysis such as that represented by Form B was a preliminary attempt to make contact with and involve in the project an important segment of the literacy community, namely, literacy program administrators in the State. As stated in the cover letter to Form B recipients, program administrators were to be kept informed of the progress of the project, and their input regarding needs and goals both encouraged and welcomed. Their direct input into the needs assessment is described in the next section. At this point, the object was to prepare the ground for collecting needs and goals data from every segment of the State community involved in literacy tutoring. This attempt to keep in touch with all concerned parties, program administrators, project funders, project staff, potential users, is reminiscent of Metfessel and Michael's work, where objectives and goals are collected from inside and outside the school into a cohesive model.

Needs analysis: purpose and procedure. A preliminary and very general needs analysis and corresponding set of objectives in the area of literacy tutor training as perceived by the co-directors preceded the writing of the proposal. This had evolved through several stages in consultation with the State Department funders, content experts, and an examination of material already available. In essence, this analysis took the form of the task and concept analysis. (See Appendix A).

It was agreed that this preliminary analysis would serve as a basic starting point to be refined and enhanced as data were collected from other sources. With this needs assessment in hand, the staff began to develop the first draft of the script and accompanying print materials for Program 1, "Language Experience."

Needs analysis: audience. The decision to gather needs data from tutors who have had some experience rather than from potential, inexperienced tutors was based on the assumption that experienced tutors would be good judges of the needs new tutors will have in training. Taking this assumption a step further, it was assumed that experts in the field would be in an even better position to suggest training needs. Thus, the judgments of the content experts on the project staff and those consulted along the way were given as much importance in the decision-making process as the quantified responses from teachers and tutors.

The needs assessment survey (Form C included as Appendix A) was sent to 153 teachers and tutors across the State. Thirty-one respondents (20%) returned the form in time for tabulation of needs.

Needs analysis refinement (RELATE Curriculum Model). For purposes of analysis, the responses to the questionnaire were categorized according to the divisions of the RELATE curriculum model. This model, developed at Indiana University for the purposes of training undergraduates in teaching Reading and Language Arts (Newman, Harste and Stowe, 1973), is adaptable to a variety of decision-making situations. It provided meaningful structure for examining the myriad, open-ended answers given in response to the questionnaires. This process of categorization started as a nightmare, but proved, throughout the remainder of the project, enlightening and useful.

The time-consuming process proceeded as follows:

1. All questions were photocopied.

2. Each photocopy was cut apart so that responses to each question could be separated. Sometimes a respondent gave more than one type of response to each question, in which case each type of response was categorized individually.

3. The separate slips were then sorted into the eleven steps of the RELATE process, namely:

   a. Overview
   b. Diagnosing Learner Characteristics
   c. Setting Objectives
   d. Assessment
   e. Strategies
   f. Organization
   g. Resources
   h. Integrating the Learning Environment
   i. Implementation
   j. Evaluation
   k. Revision

For example, question 14 asked "List three mistakes you feel you made as a new tutor." From among the responses given, the following were labeled as having to do with the organizational concerns of time, place and people and were thus placed under the heading "Organization" in the steps of the RELATE model:

trying to group instruction
attempting to group

tried to move adults quickly through reading lessons
wanting to push too hard
too much work at one time
going too fast with unknown material
having extra time
moving from one concept to another too fast
not changing instruction every 30-40 minutes
supposing everyone could/would spend one hour in class

From the list presented above it can be seen that two respondents felt that their efforts at grouping had been abortive, while eight respondents mentioned some aspect of pacing as having been mistakes.

After three full days of such analysis (appreciation is extended to Ms. Linda Clinard, a doctoral student from the University of Michigan, who, through her dissertation involvement with Dr. Newman on Project RELATE, was on the Indiana University campus at the time of the categorization of the needs analysis input and was kind enought to spend one day assisting in the categorization process) a very complete picture of needs in Adult Basic Education in the State of Indiana had emerged. It became apparent that respondents were voicing needs at two levels: at the tutor level and at the tutor trainer level. That is, they were responding both as instructors of adult basic education students and as trainers of potential tutors. It was from this analysis that the final decision was made to place primary emphasis in the workshops on strategies and management tips needed by the adult education tutors.

The complete results of the needs assessment, tabulated according to the RELATE Model is included in Appendix A. These results were further refined and sent to all individuals and organizations who participated in the target population and needs analysis. The condensed results are as follows:

IN THE AREA OF ADULT PSYCHOLOGY:
Affective:
Building self-confidence
Keeping adults interested and motivated
Maintaining a positive attitude
Listening to individual student's needs and desires
Causing the students to feel successful
Relating reading materials to the needs and desires of individuals

Cognitive:
- Making relationships between real life situations and reading
- Making sure the adult reads something before he leaves the first time -- even if it is parroting back words
- Providing materials for adult interests and needs
- Providing sight word activities
- Making adequate use of student's background and experience

Diagnosis:
- Diagnosing reading problems
- Expecting too much or too little from students
- Finding the reading level of the adult
- Determining reading levels without embarrassing the adult
- Determining what an individual wants to learn
- Knowing where to begin

Materials:
- Not enough materials for adults
- How to find or make material suitable for adults
- Materials by levels
- Preparing materials to meet needs of individuals, both in difficulty and need for job preparation, etc.

Evaluation:
- Techniques of evaluation
- Simple testing procedures
- Relative success-rate of different methods and strategies
- Testing programs and how to use them

Methods and Strategies:
- Phonics
- Word analysis skills
- Teaching sight words
- Comprehension
- Basic grammar
- Using audio/visual material
- Word attack skills

In addition, demographic information and information concerning the level of training, experience and education of tutors, the numbers of tutors involved in various programs, numbers of adults tutored and types of training conducted, and the actual use of video tapes in training was collected from Form C. This information was displayed in tables (see Appendix A for tables).

Relation of needs assessment to evaluation theory. James Popham (1972, 1975) is one of the first evaluation theorists to include a systematic needs assessment as part of his evaluation technique. Recognizing the problem created by Tyler and other objectives-oriented evaluators, namely who and what determines which objectives are to be pursued, Popham and others before him (Hammond's Cube and Mapping Sentence provided generating mechanisms, for instance) revived and refined the old concept of educational needs assessments.

Popham (1975) suggests that the most popular needs-assessment models reflect the accumulation of preference data from various sources in the educational community. By preference data he means anything dealing with "educational goals various groups would most like to see a given instructional system achieve (p. 65)." Concomitantly, information should be collected regarding the current status of learners so that contrasts can be made between what should be and what is.

The method of assembling a pool of needs, then submitting these needs to representatives from various groups for ranking, is precisely the format carried out in the present needs analysis as described above. Form C provided a multitude of needs which were grouped and categorized by the evaluator for feedback to the project staff. At the same time, Form C allowed the evaluator in conjunction with the project staff to make some judgments about the knowledge level of practising tutors and teachers, by analyzing their responses both for what was and for what was not mentioned.

In keeping with Popham's admonition, "numbers" are not to mesmerize the decision makers into selecting needs they judge to be unanswerable or unnecessary for this project to address. In situations where conflicts existed between expert opinion and reported tutor needs, the decision-making process would involve staff discussion, outside consultation, and cost-effectiveness considerations, as described above.

Underlying this whole procedure, of course, are the decision-oriented approaches to evaluation such as those suggested by Stufflebeam and Alkin. Audience concerns also play a vital role in terms of evaluator input - shades of responsive evaluation approaches - as does the notion of judgment so important to Stake and Scriven. Perhaps Alkin's term, "pre-formative evaluation stages," best describes the LIT-TV evaluation efforts to this point. (Alkin, et al, 1975)

Decisions. Matching these needs to the original proposal, the project staff developed the framework for a LIT-TV package that included five video workshops along with supporting print materials. The proposed workshop format was to include:

1. Introduction
2. Video tape viewing
3. Discussion
4. Role playing activities
5. Suggestions for further instructional implementation

The video tapes (or films) were projected to be 22 minute segments in each workshop. The five workshops incorporated many of the expressed needs gathered from the needs analysis. Descriptions of these proposed workshops were sent to all the participants in both the target population and the needs analysis. The description follows:

WORKSHOP I: THE LANGUAGE EXPERIENCE APPROACH

The language experience approach to reading, involving as it does the use of the student's own words and experiences as reading material, provides an excellent solution to many of the problems tutors are experiencing today. This approach is highly creative, interesting, and challenging for the adult when used properly. It results in personal and easily developed reading materials which the student can take home and build upon as his skills increase.

WORKSHOP II: PATTERNS IN LANGUAGE

Becoming aware of patterns in language - in phonics, words, phrases, sentences, and larger units, may facilitate greater comprehension in adult beginning readers. We will demonstrate this and suggest ways for instructors to develop patterning skills with their learners.

WORKSHOP III: BASIC WORD ANALYSIS SKILLS

In this workshop we will help the tutor acquire skill in using very informal diagnostic procedures, i.e., listening to the student read to determine specific instructional needs. We will suggest techniques for helping the student use context clues, phonic clues, structural clues, picture clues, and sight word clues as he needs them to facilitate his reading fluency and comprehension.

WORKSHOP IV: COMPREHENSION SKILLS

Since reading for meaning is the basic objective of all adult reading lessons, we will concentrate in this tape on the development of different levels of comprehension for the learner in the reading situation. We will stress the fact that many small miscues in individual words can occur without impairing the meaning gained.

WORKSHOP V: MANAGEMENT TIPS

In this program, we hope to touch briefly on the special physiological, psychological, cultural, and educational needs of the adult learner. Knowledge of these should help the tutor make decisions as to objectives, strategies, and materials to use with the individual learner. The actual physical organization and support system of the tutoring situation will be made apparent also.

Design

TV/Films

It should be noted that the content of each TV/Film was clearly spelled out in the original proposal. This was specified in objectives and expected terminal behaviors arranged in five content areas: An ABE Language Experience Approach, Teaching Work Analysis Skills, Comprehension Skills, Patterns in Reading, and Utilizing Management Tips in ABE.

The original proposal also called for scripts to be generated from seminars where project team members and consultants would meet to analyze existing materials and videotapes from the November 1974 workshop. Decisions were to be made in these seminars concerning:

a. conceptual framework for each program,

b. subject area and content for each program, and

c. limiting constraints

These decisions and a movement through the 4-D Instructional Development Model (see Appendix B) were to put the content into a form that could be used by filmmakers.

But the LIT-TV project did not have the setting, personnel, nor time-frame, which facilitated this seminar procedure. Since the project team had not worked together previously, time was spent in the development of working relationships among people from different disciplines (Reading, Film Production, Instructional Systems Technology). In addition, the university setting and budget demanded the use of graduate assistants on the project staff who were fragmented between work and school.

Furthermore, the original proposal was conceived primarily as editing 18 hours of black and white videotape into a coherent usable whole. However, the Indiana Department of Public Instruction had requested that the programs be in color. This clearly could not be done with black and white videotape. In negotiations during January of 1976, a compromise was reached and it was decided to produce the program on 16 mm color film and transfer them to color videotape. This route to color was chosen because the project did not have access to the extremely expensive video color cameras. Also, this type of production guarantees optimum visual quality and fits into the D.P.I. delivery system which was well equipped with 16 mm projectors.

But the budgetary repercussions of this decision had an effect on the development of the TV/Films. Initially the project was funded for video production, but it was never costed in terms of 16 mm film production. For example, the normal rule of thumb in film production is $1500 per minute, and the LIT-TV project ended up with approximately 100 minutes of film produced for about $88,000. This figure includes an enormous amount of instructional development, scripting, and dissemination. Thus many of the restrictions and limited time blocks which cropped-up later in the project were the result of the switch from one medium (video) to another (film).

Working under these restrictions of setting, time and budget, the weekly staff meetings of the LIT-TV project included a large portion of script development, often including getting the scripts into final form. Initial scripting was done for the "Language Experience Approach" and "Word Analysis Skills" programs by Dr. Anabel Newman and Diane Gregory. After staff input and revision, these scripts were written and rewritten before Dr. Michael Parer wrote them into film script format for the draft scripts.

Several attitudes were held by the project team which gave the films their form. The staff felt strongly that the programs should be built around case studies. The idea was to avoid the talking head cliche of some educational films and achieve the emotive overtones by truly exploiting the visual medium. All staff members were committed to looking for human interest stories which would illustrate the various teaching point and strategies which comprised the content.

It also seemed better to get individuals who were actually involved in the topics being filmed than to get individuals who were good talent per se. Such involvement lends authenticity to the films.

As a result of these assumptions by the LIT-TV staff, three lots of talent began to emerge as scripts developed. First were the in-house people who knew and understood what the films were about. This included Dr. Anabel Newman in her role as the primary literacy expert; Dr. Michael Parer in his role as narrator; Diane Gregory, Janet Jackson, and Kathy Brown, reading students and staff members who role-play in the films, and even cameraman-assistant producer Tom Robbin.

The second lot of talent was made up of literacy consultants. These included Mrs. Peg Williams and Mrs. Shirley Thomas both of Project LEARN in Buffalo, New York, and Mrs. Eleanor Byrnes of Literacy Volunteers of America in Buffalo, New York. Mrs. Williams and Mrs. Thomas had conducted the original workshops in Bloomington in November of 1974, and were thus obvious choices as part of the TV/Films.

The third group of talent involved the case studies around which the programs "The Language Experience Approach," "Patterns in Language," and "Work Analysis Skills" were built. These individuals included Mr. Horace Thompson, Mr. Glen Brock, and Mr. C.J. Haines.

The idea of featuring Mr. Thompson first came up in a staff meeting when Dr. Anabel Newman remembered this extremely articulate gentleman from her work in Adult Basic Education Literacy Research in Buffalo, New York. With some difficulty, Mr. Thompson was located. Later, in his florist shop in Buffalo, New York, Thompson was visited by Dr. Parer and the project was discussed.

Mr. Glen Brock had been a student of Dr. Parer's in his work as a literacy tutor with New Readers in Bloomington. And Mr. Brock's story seemed quite typical of the level one ABE student.

In March of 1977, Mr. John Haines, a student in the Indiana University School of Business, contacted Dr. Anabel Newman in the Reading Practicum Center. He wanted help for his brother, Mr. C.J. Haines. Mr. Haines was a high school graduate who had been released from the Navy because of his poor reading skills. Thus, Mr. Haines began to receive literacy instruction and became the case study nucleus for the TV/Film "Word Analysis Skills."

But in all three case studies, Mr. Thompson's, Mr. Brock's, and Mr. Haines's, great care had to be exercised regarding the extent to which these individual's were exposing themselves to ridicule or censure from a society in which literacy carries such importance. In the case of Mr. Horace Thompson, the request was made that the TV/Films not be shown outside the state of Indiana without his subsequent consent.

As formative evaluation data from expert appraisal and storyboard field testing came in, the scripts for the "Language Experience Approach" and Word Analysis Skills were revised. (See other sections of this report for discussions of formative evaluation results and the storyboarding techniques.) In addition,

the formative evaluation activities helped the project staff get to know ABE teachers in the target population. From this source the rationale for TV/Film IV, "Comprehension" was developed. ABE teachers were accustomed to role playing in workshop situations. Thus, the teaching strategies in "Comprehension" were built into role playing sessions.

The format for program V, "Talking It Over," came from another source. In Australia, Dr. Michael Parer had produced a documentary style program called "Encounter," and later at the Center for Innovation in Teaching the Handicapped, this style had been successfully incorporated into a videotape "Tips for Teachers," which taught teachers how to choose curriculum packages. Since content of management tips for literacy tutors in "Talking It Over," took similar tracks, this documentary style was chosen.

However, the time frame on the scripting for programs four and five must be noted. While these scripts were being written, the project staff was involved in production, post-production, field testing and video editing. These in themselves are full time jobs. The program on comprehension, in particular was done under great pressure, and this did focus attention and produce bursts of creativity. However, the methodology of scripting and field testing which had evolved to a systematic level during the development of "Language Experience Approach" and "Word Analysis Skills" fell victim to time. And while this was not all bad, it had been dictated by the changes in the original proposal.

In summation, despite these handicaps, it should be noted that a methodology of systematic instructional development did emerge and was followed in the design of the LIT-TV films. This methodology emerged from the iterative interactions of project team members in content analysis and scripting, and was quite appropriate for setting and personnel during the development of the "Language Experience Approach" and "Word Analysis Skills" programs. However, time and budget intervened to prevent an entirely systematic design and development of the other programs.

Manual

Concurrent with and subsequent to the needs analysis the staff met regularly to decide on how best to develop the "supporting print materials" specified in the original proposal. What was to be the purpose, content, style, and format of the package? As the staff met week after week, decisions gradually were made regarding a number of important concerns:

1. A manual would be developed which would be complementary to the films. It would not be designed to stand alone.

2. The materials would be used in a workshop setting. Therefore the manuals would be presented in agenda format.

3. There would be five major sections in the manual -- one for each workshop, plus a section for the tutor trainers, an introduction, and an appendix.

4. The content of the manuals would have to be developed concurrent with the films so that it would not repeat unnecessarily points which were being made visually, but would be able to fill in on sections which needed added emphasis.

5. Film scripts would be included in the manual so that viewers could easily refer to points made in the films which may have gone by too quickly.

6. The content of each section would need to be simple enough for those with no Reading background to assimilate, while at the same time standing on a firm theoretical base.

7. The materials should invite note taking.

8. Comments from ABE personnel throughout the state should be included.

9. Participants would come out of the workshops feeling that they had learned how to do something well in a short period of time.

10. The project would be known as LIT-TV (Literacy Instructor Training-TV). The films would be entitled "Reading Right" in recognition of the ultimate beneficiaries -- the ABE students.

As the staff worked they found that they were in accord on certain underlying assumptions:

1. The role of the instructor is crucial to the learning process, but

2. There is no one set system that will work for all instructors nor all students
3. The adult brings to the learning environment a well-developed oral language system which should be used for instruction,
4. Though we acknowledge that differences exist between the individual's spoken form of language and the standard written form of that language.
5. Above all, we realize that the dignity of the individual must be honored and upheld in all phases of instruction.
6. In developing this product, we see the TV/Film component as an integral part of the workshop series,
7. Which must be supported by trainee completion of activities suggested in the print materials.

They referred often to the needs analysis and to the field appraisals coming in concurrent with manual production. Marjorie Cambre, handling evaluation and field research for the project at that time, often shared comments from her discussions with the ABE personnel with whom she was meeting around the state. Whenever it seemed necessary or appropriate, sections of the manual were rewritten to take into account suggestions from the field. For example, after viewers had seen the storyboard on "Word Analysis Skills," it was obvious that considerable refinement was needed in order to make the heavy content load accessible to the wouldbe tutor trainee. After such adjustments had been made in the script, attention was turned to building strong correspondence and support in the manual. And continually, the effort was made to ensure that the manuals complemented rather than duplicated the films.

As mentioned in the section on "Script Revision," a major content shift took place when one reviewer, Ms. Marcia Baghban, suggested that the film "Patterns" precede, rather than follow "Word Attack Skills." This was such a theoretically sound recommendation that even though it entailed some major adjustments in the films, after checking with all consultants the decision was made to make the shift.

As the print material for each workshop was completed it was sent to the consultants for review. Their comments were invaluable. As their suggestions came in (see samples which follow) the staff would review all reactions and suggestions to decide which were feasible or advisable, and make the necessary changes.

Development and Production

Formative Evaluation - Materials

Introduction

Throughout the developmental and production stages of the LIT-TV films and print materials, there was constant and in-depth formative evaluation. This evaluation took several forms: expert appraisal of scripts before shooting; story-boarding of films at various stages of development; expert reappraisal of refined materials; and a field evaluation of both completed storyboards and the total prototype instructional materials.

Expert Appraisal of the Scripts

This pre-production field testing was used after each script had been written, but before any technical production occurred. Once a script was established as acceptable by the project staff, copies of it and of the accompanying print materials were sent to four experts for close reading and comments. These experts were reimbursed for their efforts with a stipend of $150 for reacting to five scripts. The board of experts consisted of:

Dr. Don Brown, Reading Specialist in Adult Basic Education, University of Northern Colorado

Mrs. Peg Williams, Literacy Tutor Trainer, Let Every Age Read Now (LEARN), Buffalo, New York

Mrs. Shirley Thomas, Literacy Tutor Trainer, LEARN, Buffalo, New York

Dr. Larry Walcoff, Agency for Instructional Television (AIT), Executive Producer, Film Consultant

Besides general and specific reactions in writing on each script, comments were elicited for each program according to the following categories:

visual attractiveness
freshness of approach/originality
appeal to adults
does it depend too much on an assumption that audience is highly motivated?

efficient and effective use of visual media
content
completeness
omissions
clarity
complexity of language
flow
logicality
discriminations - sex, race, etc.
does it duplicate existing materials?
potential use in the field
does it reflect a reading theory and technique that is widely accepted?

The comments and suggestions received in these evaluations proved to be of tremendous value in revising and improving the LIT-TV training materials. Although the original purpose was to have experts appraise the scripts only before filming was done, this was later modified. In some cases, after the original appraisal and during filming from a modified script, the experts were asked to re-appraise the changed scripts. Thus, these experts provided evaluation of both original and revised scripts.

The expert appraisals are included in Appendix C. The following is a copy of part of one appraisal (on Language Experience Approach), produced here to give an indication of the thoroughness and helpfulness of this type of evaluation and one page on which these responses were collated also follows.

Storyboarding

Rationale. An essential part of the instructional development process is the formative evaluation of prototype programs. The first level of this is seeking expert opinion on the written scripts. However, a critical part of formative evaluation is testing the extent to which the specified objectives are accomplished with the target population. It is possible to offer the intended audience a copy of the script and ask for reactions, yet the impact of mediated instructional materials is quite different in a written form to the final visual presentation. Advertising agencies are accustomed to storyboarding their commercial spots by sketching the visual element at the side of the script and seeking reaction from their clients, but even this tends to be less than perfect. More often commercials are tested before they are put to air.

April 26, 1976

Anabel P. Newman
Michael Parer
Co-directors,
LIT-TV
Indiana University
Bloomington, Indiana 47401

Dear Michael and Anabel:

Enclosed is my "marked" copy of the first LIT-TV script.

I read it carefully and with considerable interest. It is a fine start and; since I know a little about your budget, an ambitious plan. I've made some important notes on the script and additional comments in this letter.

I am going to take you literally...that is, I am assuming that the objectives for this program are just that...they are not the objectives for the lesson but just for the on-screen event.

I'm having problems with objective three. After viewing the program can the viewer describe the procedure for dictating and recording a language experience story? Perhaps in part...perhaps after some follow-up review of the procedure. I felt that the biggest problem with the script is the way this procedure is presented. TOO MUCH, TOO FAST...I do believe a hand-out with the information on it would help. Since we are in a controlled and highly structured setting, let's have boxes, blanks, or check points on the hand-out, for the viewer (instructor) to write in as he views...The TV host can ask the viewer to look at his hand-out and to write on it at the appropriate time. Clever fill-in spaces can be created for the hand-out.

I'm not suggesting you change the on-screen event - just the way it is used.

You may want to freeze frame when you super your graphics on pages 7-8-9-10 to allow the right amount of time for the viewer to respond to the hand-out.

The other objectives seem to be well covered. Mike and Anabel, the script reflects some hard and creative thinking...congratulations.

Nice pacing and some intersting and audience-holding locations...you are out of the studio and that's good. If your host and Dr. Newman are conversational it will work. Remember - they must talk to one person on a one-to-one basis.

Michael Parer
Anabel Newman
April 26, 1976 page two

As an official V.P. of fear...I suggest you put the non-readers in positive and dignified settings. Some men and some women - not all minorities...but I'm sure you are sensitive to that.

I am anxious to see the remaining four scripts and in particular the programs when they are produced. Call me if you have any questions...

I have a xeroxed copy of the script with my notes.

Sincerely,

Larry Walcoff

26. CJ & Dr. Newman continue.

HOST V/O:

DR. NEWMAN CHOSE THE READERS DIGEST FOR SEVERAL REASONS. FIRST OF ALL, THESE MATERIALS ARE DEVELOPED TO COVER SEVERAL GRADE LEVELS AT THE BEGINNING LEVEL. THESE MATERIALS ARE NOT INSULTING TO THE ADULT. THE ADULTS USED TO SEE THE READERS DIGEST AROUND AND ITS CONSIDERED ADULT READING. AND ALSO THIS MATERIAL IS QUITE ACCESSIBLE IN SCHOOLS AND READING CLINICS. THEN DR. NEWMAN GOT CJ TO READ FROM DIFFERENT PARTS OF THE BOOKLETS. THIS IS BECAUSE IT HAS GRADED ACCORDING TO READABILITY OF MATERIALS.

AND BY READING AT THE BEGINNING, AND THE MIDDLE, AND THE END OF ANY GIVEN BOOKLET, YOU CAN FIND OUT AT WHAT LEVEL YOUR LEARNER CAN SUCCESSFULLY READ AT. THEN DR. NEWMAN USED THE READERS DIGEST SKILL BUILDERS TO DIAGNOSE THE LEVEL, THAT CJ COULD READ AT. WITH THESE YOU COULD PLAN A PROGRAM WITH ANY GIVEN LEARNER. YOU WILL NEED TO UNDERSTAND WHERE HE OR SHE IS AT AT ANY GIVEN TIME, IN TERMS OF THE LEVEL AT WHICH HE OR SHE CAN READ, AND HIS SKILLS AND INTEREST THAT EACH BRING TO THIS PROCESS.

Ws! Is my right (Brown)

Is the tutor going to have Reader's Digest books available to them to work through? (Thomas)

Do you mean here from the same book or different level books - I find this unclear (Thomas) (Williams)

Use RD adult readers instead. Not different parts of the same booklet - these are supposedly all the same level. (Brown)

Also, for tutors who have no knowledge of RDSB, the trainer of a workshop might include a perusal of the books in the pre-reading selection (Williams)

How? (Thomas)

The comments of Four Consultants are noted on the Page HCP

awk (Brown)

Some research tends to indicate that the viewing of a program on a television monitor has numerous overtones and subtle effects which are totally lacking when the identical material is presented in written form, slide/audio tape, and even on 16 mm film. Within the LIT-TV project it was decided to formatively evaluate the scripts in as close a manner as possible to simulate the final TV viewing. Five different methods were used to produce storyboards of the five scripts. Because of pressures of time, deadlines, and resources, identical procedures were not followed for the field testing of each program; nevertheless, the five techniques deserve reflection and analysis as to effectiveness, cost and complexity of production, success with the target population, and the generalizability of these techniques to other circumstances.

Technique 1: The Language Experience Approach. A script was completed and the producer spoke with the graphic artist requesting that the simplist line drawings be prepared for each scene. The producer emphasized that even stick drawings would be acceptable and suggested that detail was not critical, as long as the suggestion of the visual was present. The thought behind this was that the viewer's imagination would fill in various details. A number of simple comic strip illustrations were discussed with the artist, and he agreed to proceed as suggested. Later, however, the artist spoke with the producer indicating that his particular talents did not lie in freehand drawing, and that he felt inadequate to do the job as suggested. Following further discussion, it was agreed that the artist would use a number of 35 mm slide photographs which had been shot on location and set up similar situations to those called for in the script, film these on 35 mm or polaroid, and proceed to make a series of high contrast line drawn photosketches. The producer suggested a large number of sketches so that motion could be simulated during the production of the storyboard. The artist felt he could accomplish this task in 30 to 40 hours. In fact, the photosketching took considerably longer. The artist chose, after a time, to make a number of larger sketches, and indicated that to the producer that various parts of the pictures might be used for different scenes. He also made a number of sketches where the background was constant, but various cutout figures could be moved or substituted.

With the sketches complete, the producer made 240, 35 mm high contrast kodalith slides. These slides were mounted in frames.

The various graphics for use in the film were also photographed on high contrast kodalith and mounted.

The various slides were then arranged in sequence according to the script.

Using a number of voices from the project staff, the producer assigned various parts and recorded the script on audio tape. This was then synchronized to the 35 mm slides.

Three 35 mm carousel projectors were obtained and one dissolve unit. The photosketches were placed alternately in two projectors with the graphics placed in a center carousel projector.

The audio tape was fed directly into the video recorder; the video camera focused on a normal projection screen; and the projected images from the three carousel projectors were aligned on this screen. Several rehearsals were held to synchronize audio and pictures, and then the program was recorded onto videotape.

At this stage of production the duration of the program was not fixed and, indeed, it was considered unimportant. However, it was felt that the duration would be less than the 35 minute duration of the storyboarded program.

The cost to the LIT-TV project for graphic artist, film and processing was $276.00. There was no charge for equipment which was obtained from the University.

This program was then taken out to be field tested with members of the target population, and the results follow.

Results: Language Experience Approach. The storyboard version of this program was tested on five Bloomington tutors considered representative of the target population. After viewing, each tutor was interviewed individually and his/her remarks were recorded on audio tape and later transcribed. A sample transcript of portions of one of the interviews is presented on the following page.

These interviews were made available to the production team. This procedure proved to be the most direct, unbiased way of feeding evaluation results into the system. Very few reactors objected to the audio-taping procedure and only in one or two instances did the evaluator feel that it inhibited responses. In those cases, it was possible to get "off the record" comments after the taped session.

TELL US YOUR GENERAL REACTION.

I thought it was a good overview. Probably too much information in a short length of time. As far as an overview of what the LEA was, I liked it -- kept my interest; as far as specifics -- I've had experience in it, so I know how to do it, but I think that somebody who never had experience and you sent them out after this to do it would still be rather awed by it; would want to look at it 2 or 3 more times.

COULD YOU SUGGEST ANY WAY WE COULD IMPROVE THAT?

I don't know. The one thing that bothered me the most were the suggestions - there were too many of them; even if there were just several of them- the important ones - everything you said was important, but it was so much I forgot what was important - I was trying to keep up with everything that I didn't know what was important because it all seems so important.

WOULD IT HELP IF WE GAVE YOU A PRINT BOOK OF PRINT MATERIALS...

I was thinking about writing it down, but it was too fast to even write down; if it was just a little bit slower...more of a pause after each one of them; while it was going through I was thinking, well this would be good to write down. Some of them, there were pauses after, but others there weren't. I mean, all the suggestions were terrific, but there were so many of them that it was impossible to keep up with them.

BUT IF YOU HAD THE BOOK IN FRONT OF YOU AND YOU COULD WRITE THESE DOWN, WOULD YOU STILL THINK THERE WERE TOO MANY?

Don't know -- like I say, they were all important, but I think perhaps the nondiscriminating person who's just learning this wouldn't be able to discriminate between <u>the</u> most important...

WHAT ABOUT THE STYLE OF PRESENTATION?

I enjoyed it -- you said the person was an actor or a college student, which of course right away you can tell right away that it's a put-on voice. APN was very good, very at ease; and I liked the announcer.

THE AUSTRALIAN ACCENT DIDN'T BOTHER YOU?

No, I liked it.

WAS THERE ANY POINT IN WHICH YOU GOT BORED?

I think perhaps right at the first I was confused a little bit, right at the first because here was this man who was telling about how he had a flower shop and then I couldn't quite get the transition that 3 years ago he couldn't do it yet here he was right now not being able to write and there was a little bit of confusion right there at the first -- maybe I just wasn't listening right - I

Technique 2: Patterns in Language. This program was the third produced, but in the final series it was relocated as the second program. Thus chronologically it was the third storyboarding method.

While on location shooting the 16 mm color film, a single video half inch portapack camera and videotape recorder were also used to videotape a scene immediately preceding or immediately after the filming of that scene. The graphics were put onto videotape in freehand writing. This program was then edited on videotape. When the final storyboard program was produced, the producer decided not to field test this product because the duration, lack of movement, minimal intercutting between scenes, and the pace of the program did not offer a true indication of the final program, and what producer felt confident would be accomplished with the filmed sequences. For example, in some of the interactions, filming was done from many angles with cutaways, reverse shots, over the shoulder close-ups of the written and reading materials. The single camera video did not offer these dimensions.

From this experience it should not be concluded that formative evaluation using the portapack in this manner should be rejected. Rather, if this method is chosen, considerable resources, time and preplanning should go into it. And, perhaps the cameraman should be equipped with a mobile harness, and not operate from a fixed tripod position.

Results: Patterns in Language . This storyboard was evaluated by several individuals connected with the Department of Reading, Indiana University. These evaluations were individual and were informal. Participants viewed the storyboard individually and were asked to comment on the clarity, logical sequencing, and appeal of the presentation. These reactions were given to the production staff to aid in revising the program.

Technique 3: Word Analysis Skills (WAS). Later in the project this program was made number three. This was partly as a result of the formative evaluation. But at this point in production, Word Analysis Skills was seen as program two, was the second script to be storyboarded and produced.

INDIANA UNIVERSITY

INTERDEPARTMENTAL COMMUNICATION

To: Staff MC

From: Marj Cambre

Telephone

Dept. LIT TV

Dept. LIT TV

Subj. Recommendations resulting from Story Board Evaluation of Program II.

Date 7 June, 1976

This evaluation was conducted June 4, 1976, at the Adult Learning Center in Vincennes, Indiana. Six members of the tutoring staff participated. Four of the participants are para-professionals with varying degrees of tutoring experience from 0 to 7 months. One participant is the project secretary with no experience. The final participant is the program asst. Administrator, responsible for coordination and training of the para-professionals on her staff. She has had 18 months of experience tutoring. All of the para-professionals are GED graduates themselves, thrained for tutoring by a professional member of the staff who was not present for the evaluation.

begin

The following observations and suggestions emerged from individual interviews and a group discussion in response to Story Board II:

1. The two people who had no tutor training and no tutoring experience were positive and accepting of the film. In general, they felt that it provided them with a good overview which would serve as a starting point for further learning. When pressed for specific content information, however, they evidenced uncertainty and faulty recall.

2. The more experience participants had, the more critical they were of the presentation. A certain amount of frustration surfaced with what they perceived as the program's failure to meet cognitive expectations. The participatns felt it did not give enough information, did not demonstrate techniques sufficiently, left too much unsaid. Almost all thought it should have been longer and more intense.

3. Perhaps a clarification of the program's objectives and parameters, and an explanation of what the viewer should expect to gain would help to relieve some of the frustration. This could be done in print, but would probably be more powerful on video.

4. Misconceptions and confusing elements might be alleviated by explaining reasons for teacher/student interactions (e.g., why CJ's reading mistakes were not corrected), and by adjusting video display to audio track all the way through (e.g., when CJ is reading from drivers manual). One suggestion from a participant was to establish a pattern for presentation and stick with it for the five skills, e.g., define the skill, give examples of it, and demonstrate how to use it with a student. This was done with one or two of the skills, but it was not carried through consistently. Graphic organizers might assist here.

5. 5. The relationships of these skills one to another was fuzzy. This needs clarification.

6. No preparation for structural analysis section. Participants felt it was unrealistic to expect the student to handle such large words without prior instruction. They want to know what kind of instruction preceded this.

INDIANA UNIVERSITY

INTERDEPARTMENTAL COMMUNICATION

To: Staff | From: Marj Cambre | Telephone

Dept. LIT TV | Dept. LIT TV

Subj. Recommendations... continued | Date 7 June 1976

7. For what it's worth...
You might want to consider putting the personal stories in the management tape (with the exception of Mr. Thompson, perhaps), and concentrating on cognitive content for 30 minutes to give it more depth.

8. It seems as though there is a perfect opportunity here to go into DIAGNOSIS a little. CJ makes several mistakes while reading from the Reader's Digest -- could these be analyzed with more detail and related directly to the 5 skills?

The storyboard method for this program was identical in video production to the first; the major difference was that instead of photosketches, 35 mm slides were produced. These slides were taken on location when some of the filming was done for the "WAS" program. The storyboard was still considered formative evaluation because the program was not to be edited until after testing. Options were left open for further shooting until after field-testing.

A large number of slides were selected and placed in sequence according to the audio portion produced from the script, and these elements were synchronized and laid on videotape. The producer had intended to simulate the movement of live television by the large number of slides; however, it became evident that the large number of slides caused confusion and overload, and that each picture did not provide new, critical, on-target information. The program was reproduced and field tested with half the slides being removed.

At this stage it may be interesting to note, that various viewers, who had seen both the line drawing and 35 mm style of storyboard production, had strong biases as to which they preferred. Saul Rockman of AIT seemed so impressed by the line drawing storyboard that he wondered if it were necessary to proceed with filming and further production. Harold Stolivitch who was accustomed to slide/audio presentations felt that the slide/video carried all the messages of the intended program, and that further film production was unwarranted.

In these storyboard productions the producer grossly underestimated the time required to lay the storyboard onto video. Using three 35 mm projectors plus synching a narration audio track and music track required considerable rehearsal and concentration. A 30 minute program was laid in ten hours. The cost was $172.00.

Results: Word Analysis Skills. This evaluation was conducted at the Adult Learning Center in Vincennes, Indiana. Six members of the tutoring staff there participated. The videotaped storyboard was presented in a group setting. After the viewing, each individual was interviewed individually. These interviews were recorded on audio tape. After the six individual interviews were completed, the group reassembled for group feedback and exchange of ideas. This session, which lasted about a half hour, was also recorded. The results and recommendations from this evaluation were written and are included below.

Technique 4: Comprehension. The storyboard of this program was produced after the 16 mm filming had been completed. The film was synced up on a moviola flatbed and the picture screened on a moviola monitor. Using a video color camera, the picture and sound was transferred onto 1/2 inch color video tape, thus all the film was transferred onto tape. From this, the program was edited according to the script. Reel-to-reel videotape editing is time consuming and five days were spent by a video editor in producing this program. The advantage of this storyboard was that the images were identical to those that could be used in the final program. It was formative in the sense that any pictures could be removed or sequences dropped, or indeed, there was still the option for further shooting if testing indicated that it would be required. The quality of the film transferred to video left something to be desired as there was a hot spot in the center of the moviola screen which appeared quite vividly in the televized image. Nevertheless, it was not distracting for any but most critical video buff.

Technique 5: Program V: Talking It Over. This program was different in conception and style than the first four which were far more instructional and didactic. The producer felt that this program lent itself to a current affairs documentary style used in such programs as "60 Minutes" and "Four Corners." It should be noted that this documentary style is also an accepted format in radio. This indicated to the producer that a storyboard on audio tape might be adequate, given the pressures of time and cost. Thus, he produced the storyboard for program five on audio tape for the evaluator to take to the field.

Results: Comprehension & Talking It Over. The storyboards for programs IV and V were used to gather reactions from staff and graduate students in Reading prior to editing. This allowed sequencing and selection of scenes to be refined into script form for the editor.

Cost-effectiveness of storyboarding techniques. The video storyboarding techniques demanded only a few expenditures to the project in addition to the time of the staff and materials and equipment already available. Storyboard I ("Language Experience Approach") cost $273 for the graphic artist and materials. Storyboard II ("Word Analysis Skills") cost $172 for the photographer and 35 mm slides. Videotape used in Storyboard III was already available to the project as was the audiotape for Storyboard V. Storyboard IV was part of the video-work-printing process.

These five storyboard methods were all relatively economical and cost but a fraction of the amount involved in television production. The producer has remained committed to this style of formative evaluation and has incorporated it in a current project.

Field-Testing of "Language Experience Approach"

The original evaluation plans for LIT-TV called for a revised version of each program, resulting from storyboard evaluations, to be produced on video tape for further testing in the field. Because of time limitations, this procedure was only conducted on Program I - Language Experience Approach.

The edited video version of Program I was viewed by ten ABE paraprofessionals in Indianapolis. The program was then discussed as a group. A summary (see Appendix) was prepared and used by the production staff in preparing the final version of that program.

Continuity evaluation. In an effort to determine the overall continuity of all five programs viewed in conjunction with the print materials, two graduate students in Reading Education at Indiana University were asked to review these materials and share their impressions. This evaluation was informal and intended to elicit general impressions rather than specific, measurable reactions. Both evaluators felt the programs were comprehensive and helpful. They both felt that the order of presentation needed to be changed. For that reason, "Patterns" became the second program and "Word Analysis Skills" the third.

Relation to Evaluation Theory

The expert appraisal of scripts clearly follows the logic of soliciting expert in-put at the needs level. In this case, however, experts see themselves in consultor roles, with obligations to correct or improve where needed in the final stage before production. The storyboarding technique is a formative evaluation method discussed, but little used for audio-visual presentations. Pre-testing has been popularized for educational television use by the Children's Television Workshop (CTW) but after expensive production. Our method seemed to offer a cost effect method of pre-testing.

Formative evaluation of a product at various stages along the way is a vital aspect of many recent models. As early as 1963,

Cronbach made the statement that "Evaluation, used to improve the course while it is still fluid, contributes more to improvement of education than evaluation used to appraise a product already placed on the market." (Worthen and Sanders, p. 64) Scriven provided the names formative and summative, and he is given most of the credit for popularizing the concept. Stufflebeam, Provus, Alkin, and others give a nod to the concept, with varying degrees of emphasis and each with his own definitions. The early intervention of formative evaluation into the production process is quite consistent with all of these models.

Production

Revision of scripts. Formative evaluation only has impact on a product when its results are used, and this project had strong commitment to using the data which came back from the field tests of the storyboarded materials.

After field testing site visits, Marjorie Cambre compiled and organized the results into a written form. Then she presented information at staff meetings. As a result of what she brought in, the staff would begin to discuss changes. After this, a similar process took place to that used in the design phase. Dr. Newman and Diane Gregory would insert changes and restructure the scripts, then Dr. Parer would take these scripts and put them into a film script format.

Varying amounts of change resulted from the formative evaluation. Results showed that target population members felt that program I, "Language Experience Approach," was content light. The staff judged that this was appropriate to the opening film of the series and noted that the storyboard had been viewed out of context.

The biggest changes came in the "Word Analysis Skills" program. Viewers said that this program lacked structure, and many reactions were negative. In view of this, elements of definition, additional explanation by the narrator, and written headings were added to the program. In addition, the order of the topics was changed: "Patterns in Language" became program II and Word Analysis Skills became program III.

Favorable response to the final product, particularly the success of "Word Analysis Skills," which had required extensive revisions, proved the worth not only of doing the formative evaluation, but the LIT-TV staff's commitment to using its results.

Filming. The bulk of the filming for the LIT-TV programs was done in the summer of 1976. This was later than projected in the original proposal for two reasons. First, as stated earlier, the project team was learning to work together, writing scripts, and evolving a developmental methodology suited to the particular setting. Second, the project's strong emphasis on formative evaluation necessitated waiting for this data and revising scripts accordingly. In addition, it was necessary to shoot films concurrently in order to take full advantage of services contracted from the Indiana University Audio Visual Center (IUAVC).

The LIT-TV project contracted with the IUAVC for a camera crew consisting on one audio person, two cameramen and one or two assistants as required for up to 13 days of shooting. The IUAVC also provided a sync sound camera and Nagra recorder and all appropriate lighting and support equipment. Some sequences were filmed simultaneously with two cameras.

The project was billed for the time and expenses of the personnel only, and a budget of $2,734 was established for these services. The project was responsible for providing film, tape and magnetic film. The IUAVC was subsequently contracted to transfer the 1/4" tape to 16 mm magnetic film. May 23, 24, 25, 26, 27, and 28 were booked for the first shooting dates, and July 5, 6, 7, 8, 9, and 10 for the second set of shooting dates.

It should be pointed out that while the IUAVC served in an advisory capacity in the making of the film, they were in no way responsible for the scripting, direction, editing or content of the films. This was the sphere of the LIT-TV project staff with primary responsibilities in this area lying on Dr. Michael S. Parer as producer-director, Dr. Anabel Newman, Tom Robbin as cameraman and assistant producer and Khu Sun Rhee as graphic artist.

In an effort to take full advantage of the visual medium, several locations were used for the TV/Films. For many of the indoor sequences the International Center at Indiana University was used. Other locations around Bloomington, Indiana included entrance to the IU School of Business, the Monroe County Library, the IU Main Library, and wooded areas on the IU campus. The opening sequences to the "Language Experience Approach" were shot in New Harmony, Indiana. Mr. Horace Thompson was filmed in his florist shop in Buffalo, New York, and literacy consultants from LEARN were filmed at Niagara Falls, New York. Despite this effort to give visual variety to the films, there were still stumbling blocks. It requires time and money to transport a film crew of

at least several people, and travel and expenses must be built into the budget in order that this may be done. And since the project was initially budgeted for video, many of the location sequences that might have enhanced the film's visual variety were prohibitively expensive. Later, sequences were added for visual effect (see Post Production Shooting section of this report).

The LIT-TV project was responsible for securing all of these locations, scheduling talent, and deciding the order of the scenes to be shot.

Video-work-print. In an effort to reduce cost on a project initially budgeted for video production, but carried out in the production stage in 16 mm film, the producer conceived the idea of bypassing the 16 mm film work print (used by film editors to locate and select usable footable, edited together sequences, and sync the visual to the audio track) by transferring all original film footage and synced audio track to 1/2" video. From these video versions, the program was to be edited. This element of the LIT-TV project was an innovation in the integration of video and film production techniques. For this purpose and for formative evaluation, the Indiana Department of Public Instruction agreed to purchase a 8650 color, half inch reel to reel videotape recorder and color monitor.

In order to achieve this transfer, all film stock and 16 mm magnetic audio tape was put on synchronous rolls. This was put through a flatbed moviola editor. The picture was recorded with a color video camera focused on the viewing screen of the moviola, while at the same time the audio track was being fed directly into the VTR.

To facilitate the location of specific film frames, an ingenious method was devised by the video editor, Tom Robbin. With a series of mirrors, the footage counter and edge numbers of the 16 mm film was reflected into the bottom right hand corner of the video camera. Thus, each frame of film could be identified while viewing the videotapes. This meant that the final script contained reference numbers for each sequence that would guide the editor in the final cutting. Despite numerous discussions and arguments against this procedure, the video editor managed to devise this scheme and successfully accomplish the video transfer. Facilities at the IUAVC were contracted for this transfer.

It should be noted that an important precept of film production was violated by putting the original film stock into

the moviola, thus exposing it to the danger of scratches. However, there was justification for this. First, it was a given that the LIT-TV programs were intended as a television series. Thus, no matter how perfect the 16 mm production was, some quality will be lost, because the 580 lines of resolution on the television screen reduce sharpness, detail and contrast. The film color dyes with their infinite tones and hues, are washed out to the combination of three tones on the television screen, and so if the film were scratched it was unlikely that it would show on the television monitor. Risk was further reduced since the flat-bed editor at the IUAVC was brand new. Indeed these fears of damage to the original footage proved unfounded; the transfer was completed with no observable scratches.

Some financial considerations prompting this transfer should be pointed out. The project did not have access to its own editing facilities or a flatbed moviola in order to carry out the entire editing process. And the cost of using a flatbed moviola from the IUAVC is $600 per month and $80 per day. Thus, on a cost effective basis this procedure was worthwhile.

Tom Robbin used this footage to isolate all usable footage and to produce video prototypes of programs I, II, and III by editing the videotape.

Post-Production Refinements

In negotiations with the Indiana Department of Public Instruction (D.P.I.) during January of 1976, it was noted that the budget of the project running from January through September of 1976 would not cover film editing to produce and conform the television video programs to 16 mm film programs, nor was it to include funds for the final audio mix, optical track, and first reversal prints. By the end of the funding period, prototype video programs had been produced and field tested. These prototypes contained digital reference numbers in the bottom left hand corner which corresponded to edge numbers on the original 16 mm color film. (This process is described in the section of this report entitled Video-work-print.)

The second proposal submitted and funded was to include the following activities:

1. logging all film and audio footage with frame reference digits from the videotape transfers.

2. refinement of scripts for inclusion of all graphic and art work.

3. selection of all usable and essential film footage and collation in programs.

4. obtaining a black and white 16 mm work-print.

5. filming necessary transition shot as required.

6. preparation of audio track for final edit.

7. briefing film editor prior to and during film editing.

8. presentation for film editor of detailed scripts with all references which have been double checked.

9. direction of film editor during editing and retaining full responsibility for editorial decisions.

10. directing of the audio mix for each program.

11. arranging conforming of original footage to work print.

12. obtaining film prints.

13. making videocassette copies of each of the series.

14. arranging with printer for duplication of the print materials to accompany the workshops.

15. making recommendation for the dissemination of this literacy workshop series within Indiana and maintain communications with the literacy tutors.

At the end of the first funding period the video programs were field tested and edited, but could only be said to be 85% to 90% complete. This was due to the limited video facilities available to the LIT-TV Project. It has been impossible to employ a great variety of film editing techniques (dissolve, overlay, superimposition, split screen, multiple audio tracks, etc.). It was also important that both Dr. Newman and Dr. Parer remain close to the project during this time: Dr. Parer to work closely with the film editor as judgments were made, and Dr. Newman to consult as variations in content occurred due to technical needs.

Thus, in this final production stage, it was important that a number of technical services be obtained or performed by the LIT-TV staff. The 16 mm film production required that work print, audio mix and conforming be done and that print copies be obtained. It was also necessary at this stage that scripts be prepared containing cross references to film footage, frame, plus roll, video tape, and film clapper board.

In addition to these tasks, transitions needed to be filmed. After viewing the video revisions of the TV/Films, the producer felt they lacked the visual impact he had initially planned. In several places Dr. Parer felt this could be corrected by shooting additional footage. He did this on a trip to Buffalo, New York, filming Mr. Thompson in his flower shop and making deliveries; and on a trip to Chicago, filming C.J. Haines in his old neighborhood and at his high school. These sequences did add immediacy and impact to the series.

But the primary task to be carried out was the editing of the films, and the work of a creative film editor adds enormous dimension to a film. But even more, creativity had to be considered when selecting the editor for the LIT-TV programs. The work between the producer and editor had to be an extremely cooperative one, and the editor had to understand that in educational films the idea is not just to hold the audience's attention, but to reach specific objectives.

The selection of a film editor was discussed with Indiana University Audio Visual Center personnel (Dr. Howard Levie and Mr. Phillip Stockton), and recommendations were sought from Mr. J. Powell of the D.P.I., Mr. Larry Walcoff of the Agency for Instructional Television (AIT), and Mr. R. Bretz of the Indiana Higher Education Telecommunications Services (IHETS). The Indiana University Audio Visual Center had limited professional personnel, and their staff had prime responsibilities to students in training. In addition, their editing facilities were booked through mid-1977. Dr. E. Richardson, director of the Indiana University Audio Visual Center, also indicated the impracticality of an outside free lance film editor using AV facilities for a period as long as forty days. This would have engaged their only moviola flatbed and deprived students and other projects of its use. The option offered the LIT-TV project by the Audio Visual Center was the use of student trainees to work on editing the programs. The producer argued strenuously against this alternative, feeling that the expertise of a professional editor was essential.

Following the discussion with the Indiana University Audio Visual Center, quotations were sought from Film Productions of

Indianapolis and Howard Editorial Services. The editorial charge quoted by Mr. G. Roberts of Film Productions of Indianapolis was $200 per day. This was a commercial house that had done advertising, and also some educational film work.

The editor eventually chosen was Mr. David Howard of St. Louis, Missouri. Mr. Howard had been a regular editor for the Agency for Instructional Television winning a national Emmy award in 1976. Dr. Parer visited Mr. Howard in St. Louis, and discussed the innovative video procedures used in the LIT-TV project. His daily rate was normally $175 a day, but in view of the travel involved for Dr. Parer, he offered the project his services for $150 per day.

This began what proved to be an extremely productive collaboration. Dr. Parer commuted to St. Louis during this period for about 20 days, with David Howard working an equivalent amount of time in his absence. On the first visit, Dr. Parer took the edited video versions for Mr. Howard to view. Next, they spent three days viewing the entire 24,000 feet of film. (MPL in Nashville had mistakenly work-printed the entire first 12,000 feet. After checking their correspondence and noting that it was their mistake, MPL offered the work-print at cost: $.06 per foot rather than the usual $.13 per foot.)

After this discussion and viewing, Mr. Howard longcut each program, retaining every possible take. Dr. Parer returned and the two began to choose scenes and lay down the audio track. Discussions took place concerning pacing, music, and the use of dissolves -- whether to use a zoom or a straight take in order to fashion the programs into a moving, well-paced entity.

One of the techniques which gave the TV/Films their final look came out of discussions between Dr. Parer and Mr. Howard. This was the decision to use silk screen prints (35 mm slides from the storyboards were put onto high contrast kodalith, and made into silk screens) for opening titles and closing credits, and background for the superimposition of important points in the film. The silk screening was done by Marlene Parer on her kitchen table in the early hours of several mornings. These silk screens added a style and consistency which tied the films together visually.

When the editing was finished there was a single film with instructions for the conformer and five audio tracks for each program. The audio tracks included the sync track, narration, music, an internal presence, and an external presence. These were taken to Communico Inc. in St. Louis and mixed into a master audio track.

At this point the film was sent to a conformer who, in a dust free room, put alternate cuts on A and B rolls. This allowed for dissolves and prevented trips where the films were spliced.

During the fall of 1976, Dr. Parer had been working with James Boltz, a film editor from Indianapolis. Mr. Boultz undertook the editing of programs IV and V with the assistance of Tom Robbins. The format of these programs, role playing and documentary styles, was much more straightforward than the case study approaches used in I, II and III.

Next, Dr. Parer took the A and B rolls and the master audio track to MPL in Nashville for printing. The A and B rolls were put through a color balancer which was able to compensate for underexposure, overexposure, and differences in color hues due to differences in lighting conditions during shooting. The color corrections were punched into computer tape and the A and B rolls were processed. The 16 mm magnetic audio master was used to make an optical sound track. At this a trial print was made to allow the producer to make corrections. Further color adjustments were made in skin tone and contrast in silk screens and other graphics. Release prints were then made.

In summary, it should be emphasized that these post production refinements of the films added greatly to the program's effectiveness. The sensitive editing of Mr. Howard and Mr. Boultz, additional visual impact via transition shots, and professional quality audio mix enable the films to have a style which the sophisticated media consumers in our society demand, and this was done at a fraction of the normal commercial film production costs. A general rule of thumb in costing is $1,500 per minute for color film production. The LIT-TV project has 100 minutes of final production on a budget of $88,000 and this includes curriculum development, field-testing and dissemination.

Transfer of Film to Video

After the 16 mm films were in their final form, it was necessary to transfer the film versions to video. This transfer required a 16 mm projector with a pulldown mechanism adjusted to video scan, video camera and other equipment not available at the project.

The equipment was available at the Radio Television Department at Indiana University and a quote of $200 for the transfer of all

five programs was received from this source. However, another quote was received from Monroe County Cable TV to use their equipment at $45 per hour. The five films were transferred at the cable TV company for a total cost of $75.

These five video masters were then available inhouse for the production of video copies of the program which could be sent into the field. This was made possible by the generous use of the videocassette unit available from Dr. Nicholas Anastasiow, Director, Institute for Child Study.

Final Products (TV and Film)

The final LIT-TV TV/Film products are five 16 mm films, five 3/4 inch videocassettes, and five 1/2 inch reel to reel videotapes. There are some differences in quality of these formats. The video screen has only 580 lines in which to carry all visual information: the possible amount of resolution in the projected film image is much greater and so there is more color variation, contrast, and detail in the film version. Further, some of the audio portions of the programs were transferred at MPL and this results in a different "audio quality." Some of the sections sound slightly lower in tone than do others. However, only careful listeners can pick up these variations. Overall, the quality of production, format, style, performance, and content has come together into a form which surpasses the original expectations of the LIT-TV staff.

Manual Development and Production

Throughout the writing of the manual the needs and composition of the target audience was kept uppermost in thought. At one point, for example, the suggestion was presented that the material be presented in programmed, cartoon format. Samples of such a possibility were submitted. After considerable deliberation and not a little heated discussion, the staff decided to continue with the simple, straightforward style which the manual now bears.

Always the press of time seemed upon us. Graduate assistants would be completing their terms in mid August even though the project officially ran till September 30. Dr. Newman was carrying a full teaching load in the Reading Practicum Center although support had been provided by the grant for graduate assistant help which certainly made the load lighter. In order to meet printing deadlines, we reserved a room in the Indiana Memorial Student Union for each Tuesday the eight week summer session

where Diane Gregory and Anabel Newman met to work only on the manuals. This was a provident decision as it removed the writers completely from the interruptions of the normal University office and provided ample table space for laying out complete chapters at one time.

Final typing, printing, and cover production was accomplished in an absolutely Herculean burst of dedication on the part of many: Dan Sage, a history major who remained at his typewriter during the coldest winter in recorded Indiana history, often walking several miles to be at his post; Anabel's husband, Phil Newman who ferried Dan and Anabel back and forth through ice and snow whenever it was passable; and finally Mally and Mike Parer who silk screened the covers for 500 manuals by hand! Such was the winter of '76! But thanks to cooperation from absolutely every hand involved (most especially to members of the Department of Public Instruction who assisted in many ways as the project moved forward) the manuals finally went to the printer in March, 1977, 500 copies rolled off the press.

Dissemination

Introduction

Phase III of LIT-TV was concerned primarily with dissemination of the film/video and print materials for use within workshop settings. Several methods were used to achieve this. First, thirty-three individuals involved with adult literacy from throughout Indiana took part in three training workshops where the LIT-TV materials and methods were presented. These individuals were encouraged to take the materials back to their sites and conduct similar workshops with their tutors. Second, all ABE administrators, librarians and volunteer groups in the state were contacted first to nominate individuals for these training workshops, and later to order LIT-TV materials for their own use. Third, presentations about LIT-TV were made at several local and national conferences. Fourth, ABE directors in every state were contacted with information about this project. Fifth, articles appeared in professional journals concerning LIT-TV.

Timeline

The dissemination phase of LIT-TV was carried out from July to December, 1977. The following timeline indicates the sequence and types of activities carried out.

A. July 1, 1977--September 22, 1977

1. Communicate and visit with ABE administrators, librarians and volunteer groups to co-ordinate prospective trainers for participation in workshops.[1]
2. Solicit video tapes to transfer LIT-TV film programs.
3. Draft evaluation instrument.
4. Prepare first workshop.

B. September 23-24--First Workshop

C. September 25-October 13, 1977

1. Assist local groups in the mounting and running of local literacy instructor training workshops.
2. Proceed with field testing.
3. Continue with delivery of TV/films to field.
4. Prepare for second workshop.[2]

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[1] Mailings One, Two, Three, and Four: see Appendix D.

[2] Mailing Five: see Appendix D.

D. October 14-15--Second Workshop

E. October 16-November 17, 1977

1. Continue to assist in the conducting of field initiated instructor training workshops.
2. Continue with field testing.
3. Continue with dissemination of TV/Films to field.
4. Prepare workshop number three.[3]

F. November 18-November 19, 1977--Third Workshop

G. November 26-December 31, 1977

1. Continue with field testing and support to locally initiated literacy instructor training workshops.
2. Complete final report.[4]

Objectives, Activities, Implementation and Evaluation

In the proposal for Phase III of LIT-TV, specific measurable objectives were outlined for dissemination. The objectives along with the activities and procedures, the implementation, and an evaluation is given below.

1. SMO 1 (Specific Measurable Objective): To brief ABE administrators and co-ordinators on available materials.

Activities and procedures:

a. contact by letter ABE administrators, co-ordinators and librarians to alert and acquaint them with the LIT-TV training materials that have been developed and are available.
b. enlist cooperation for trainers to participate in workshops.
c. enlist cooperation for trainers to conduct local workshops.
d. follow-up by telephone as appropriate.

Implementation

a. using earlier files, address lists from DPI, personal contacts, and recommendations, an address

[3]Mailing Six: see Appendix D.

[4]Mailing Seven: see Appendix D.

list was compiled of ABE and ESL directors and supervisors, ABE consultants, volunteer organizations, and librarians throughout the state. These addresses were listed on cards along with appropriate comments, and formed the basis for our mailings and other field contacts. About 20 hours was spent compiling this file.

b. A letter was drafted, re-written, and finally duplicated for a mailing to all ABE directors and supervisors, volunteer organizations, university professors, and librarians throughout the state. In addition, a "Fact Sheet" was prepared for inclusion in the mailing, as was a nominating sheet that was to be filled out and returned.

c. Letters were later sent, as part of our dissemination, to the ABE directors of every state. Additional letters were sent to about 15 more people in the state who had somehow escaped the address file.

d. As responses to the mailing came in, the information was collected and put into an evaluation notebook. Separate file cards were prepared for each of the nominees. Names of the nominees were also placed on the Indiana map to give us a quick idea of how the participants were geographically located.

e. In order to insure that all ABE directors, librarians and organizations had received the first mailing and had an opportunity to nominate participants in the training workshops, the LIT-TV staff called all the recipients of the first mailing. In many cases individuals were called two or more times. Approximately 90% of the individuals were eventually contacted.

Evaluation

a. All ABE administrators, librarians and co-ordinators were contacted at least once, by letter. The collection of addresses, preparation of the mailings, and compiling of results took about 60 hours of working time. Because the letters were sent in the late summer, during a vacation period, the return was not great, thus necessitating the phone follow-ups. Twenty-two nominations for participation in the training workshops resulted.

b. The phone follow-ups took about 60 hours to complete. Ten nominations resulted from these calls. In addition, fifteen other organizations and individuals interested in literacy were identified and contacted; this contact resulted in three additional nominations.
c. The phone calling, in addition to providing nominations, helped generate interest both in LIT-TV and in literacy. Many librarians especially expressed interest in literacy, and the phone conversations helped spark this interest. Many people also expressed interest in later workshops, or in local workshops.
d. Additionally, in a few cases the phone calls helped locate people interested in literacy in the same area, and put them in touch with each other.
e. Thirty-five trainers were nominated in total to participate in the training workshops. Of these, thirty-two actually participated.

2. SMO 2: To conduct a series of literacy trainer workshops.*

Activities and procedures:

a. conduct a series of three workshops at convenient locations.
b. train a group (not to exceed thirty) of literacy trainers in the use of the LIT-TV materials.

i. Workshop Number One:
   a. brief and display LIT-TV materials to workshops participants.
   b. present LIT-V - Talking It Over.
   c. train instructors regarding LIT I on the Language Experience Approach. Present LIT II - Patterns. This should give sufficient background and confidence for participants to initiate their own workshops.
   d. engage in role playing exercises and discussion as outlined in print materials during the workshop.
   e. arrange for participants who plan to conduct workshops to have print materials and copies of the TV/Films.

*Note: The fulfillment of this objective was attained during the Fall of 1977. Description of original objectives is described first above. Then follows a description of the actual implementation of the objectives.

f. involve project team in supporting and encouraging the initiation of local instructor workshops.

ii. Workshop Number Two:
   a. reporting, de-briefing and discussion of highlights of locally conducted workshops.
   b. brief and train participants in the use of LIT III - Word Analysis Skills.

iii. Workshop Number Three:
   a. report on workshops to date.
   b. input to assist with field testing.
   c. present LIT IV - Comprehension
   d. plan on-going dissemination of LIT-TV materials.

Implementation

a. Introduction: Three LIT-TV (Literacy Instructor Training--Television) Workshops were held to introduce the materials and their use to present literacy instructors, librarians, and others interested in training tutors to teach adults to read.

   1. Timing. The workshops were planned for three weekends, one each in September, October, and November. The weekends chosen were scheduled not to interfere with holidays. They were spaced approximately four weeks apart except for the October meeting which was three weeks after the first workshop. This spacing of workshops worked well. The three week interval was short enough that participants were still involved. There was a longer interval between workshops two and three. This may have affected the discussion session length the first night of workshop three. Participants had much to share.

      The scheduling of workshop hours was done with the participant in mind. The registration table was available to participants from 4-6:00 p.m., Friday evening according to the agenda. In actuality a staff member was available at the registration table from 3:30-7:00.

The sessions began at 7:00. They ended around 9:30. The Saturday session began with coffee and danish at 8:30 for those who wished to come and mingle. The workshops began in earnest at 9:00 a.m. There was usually a fifteen minute break at 10:30, though this varied. The break for lunch was at 12:00. At the first workshop when dining facilities were going to be busy at noon with busloads of diners, lunch was re-scheduled to an earlier time. The afternoon sessions began at 1:00 with another fifteen minute break during the afternoon. The workshops usually ended between 2:30 and 3:00 on Saturday afternoon. This allowed distant participants to arrive home at a reasonable hour.

The workshop activities were scheduled in part determined by film length. It was also influenced by the type of activity and kind of grouping involved with that activity. For example: group activities were always allowed more working time than individual or paired activities. Discussion sessions also influenced timing because they were scheduled after each activity. Timing changes were made when needed. When discussion ran overlong at Workshop III the participants worked were given a choice of a comprehension exercise to develop, rather than developing the two planned.

2. Location. Indianapolis was chosen as the site for the workshops because of its central location in the state. The many highways that go into the city and the availability of a variety of facilities also added to the feasibility of this choice.

The choice of a specific conference sight for the workshops was handled by staff members Mary Jackson and Carey Tisdal.* The selection

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*Criteria for selection of the site included 1) location near to I 465 for convenience, 2) cost of both rooms and conference rooms 3) size of conference rooms. Five Indianapolis sites were found to have available rooms and inspected by staff members, and the Best Western Beech Grove was clearly superior to the others.

was The Best Western Beech Grove. This was just off of I-465 on the East side of Indianapolis. There were two conference rooms used in the course of the workshops. For Workshop one the Mayflower room was used. For the second and third workshops a larger room with more facilities was available. LIT-TV handled the reservation arrangements for those participants who were planning to stay at the motel.

3. Resources. A variety of materials were both distributed and displayed at the three LIT-TV Workshops.

4. Materials distributed. A complete listing of materials distributed at each workshop can be found in Appendix D. The type of materials distributed consisted of materials necessary including the LIT-TV manual, paper, and pencils. Other kinds of materials were background information on the LIT-TV project (The fact sheet) and information on ABE organizations. The third variety of materials distributed were materials to provide participants with additional suggestions for local workshops using the LIT-TV materials. This included the case study ideas, the language experience anthology, and the BEAR Criteria Checklist which would be helpful in choosing materials to be available to tutors trained in the local workshops.

   The LIT-TV videotapes were professionally packaged using adhesive backed covers with a design similar to the LIT-TV manual. Rubber stamps were used to mark program number and title.

5. Materials displayed. Two types of materials were displayed at the LIT-TV workshops. These were (a) adult diagnostic materials and (b) support print materials.

   (a) In the course of collecting the data for the needs analysis it was recognized that one area of needed information was diagnosing the characteristics of the

ABE learner. The diagnosis of a learner's strengths and weaknesses is an important part of the teaching process. The teacher or tutor must know where the student is in terms of reading ability to plan effectively for that person's learning in the tutoring situation. Although the decision was made, upon examining the return of the needs analysis, to concentrate on providing strategies for use in ABE rather than on diagnosis, it was recognized that there did seem to be a need to provide for participants a list of measures available for this purpose. Accordingly, the LIT-TV staff sought information on available diagnostic material for adults that would aid the tutor using the LIT-TV materials.

The Indiana University Test Center files and the Indiana University Reading Practicum Center files were checked for tests available through these offices. Two books were also consulted, Tests of Adult Functional Literacy: an Evaluation of Currently Available Instruments (Portland, Oregon: Northwest Regional Educational Laboratory, 1976) and Literacy Education for Adolescents and Adults: A Teacher's Resource Book (San Francisco, California: Boyd and Fraser Publishing Co., 1970). Letters were sent to publishers listed in these books asking for further information on adult diagnostic materials developed by these companies.

Based on information gathered, several tests were ordered for the LIT-TV office. This collection would appear to constitute one of the most up-to-date and extensive set of tests for adults at Indiana University.

(b) A bibliography of trainer materials is listed in the LIT-TV manual following the section on management of workshops. These trainer materials can be of great value to the workshop coordinator. However, some of these materials can be difficult to find

in libraries or book stores because of their professional emphasis. It was felt that it was important for workshop participants to see these materials at the workshops in order to understand how helpful they can be in planning workshops and coordinating tutors. In Appendix D a complete listing of trainer and other types of support materials taken to the workshops can be found. Some of these materials are materials which a tutor might want to use in working with students on any of the many aspects of reading.

6. Participants

(a) Nomination. Workshop participants were selected through a nomination process. A set of four letters was sent to the field prior to the workshops as a part of this selection process. Mailing one was sent out on July 19, 1977. This letter asked for a nomination for the LIT-TV Workshops. The dates of the workshops were included, a Fact Sheet about the LIT-TV project, and a nomination form. Mailing two consisted of a letter thanking those who responded to the nomination form. It also clarified the dates of the workshops and gave further information about participant workshops. This was mailed August 9, 1977. Mailing three informed those who had been chosen to participate that they had been chosen and gave background on the LIT-TV project. It also included a background information form for participants to complete and return before the first workshop and a list of participants. Mailing four consisted of another questionnaire (the pre-test instrument), a map of Indianapolis with the location of the workshop indicated, and an agenda for the first session. Participants were asked to fill out the questionnaire and return it to the LIT-TV office before the first workshop. This mailing was dated September 15, 1977.

Thirty-five participants were nominated by this method. Thirty-three individuals actually participated. Below is a listing of these participants according to position, i.e. DPI, IPS, volunteer, librarian, university or other:

Department of Public Instruction:

Sue Alspach
Barbara Bevelhimer
Juanita Biller
Susan Clark
LaVon Coate
Teino Koski
Marilyn Lucas
JoDell Main
Charles Gary
Marilyn Shoupe
Gary Sweatman

Indianapolis Public Schools:

Harold Wilson
Florence Bright
Roxanne Burris
Yvonne Chapman
Gloria Elliott

Volunteer:

Cheryl Anderson
Carol Binney
Thelma Dooley
Elizabeth Overman
Cliff Pilon
Mary Helen Wiltrout

Librarian:

Judy Greeson
Patricia Juhasz
Audrey Kurman
Clara Palm

University:

Susan Green
Bryan Gregory
Paula Schneidermann

Other:

Carolyn Hood
Richard Eisinger
Kathi Lee
Ruby Palmer

(b) Review of participants characteristics. The participants chosen came from a variety of educational, occupational and experiential backgrounds.

Four of the participants chosen were librarians. They were concerned with involving

their libraries in educating adults in their communities. Most of the librarians had had not previous training in education or reading.

A large number of participants were ABE teachers or directors of ABE programs. Of this group, some had had years of teaching experience, while others had not. All either had teacher training or had taken courses in reading, some had done both.

Other participants were literacy volunteers. The training background of these participants varied. Some had trained in the Laubach method of literacy instruction, some had trained in some other literacy instructor training. Some had taken courses in adult education and or reading. One was a Level I teacher's aide with four years of experience and training through ABE workshops.

Several participants were not easily classified as D.P.I., volunteer, or librarian. These included one participant from the State Department of Mental Health and another from a state hospital. One of our participants was a graduate student in Reading at Indiana University, another was a recent graduate of a G.E.D. program who wanted to help others as she had been helped.

7. Communication with participants. Participants were also contacted several times, both by phone and by mail, between workshops. This contact was both to provide support for planned local workshops and to inform them of plans for the upcoming training workshops.

After participants were chosen and Workshop I was held, three more mailings were sent to participants. Mailing five, dated October 12, 1977 told participants of plans for the second workshop and gave information concerning credit through I.U.'s School of Continuing Education for workshop participants. Requirements for receiving three hours of credit were:

1. Attend all three LIT-TV workshops
2. Conduct local workshop(s) using LIT-TV materials
3. Submit a five page final report on local workshop(s)
4. Show the responsibility of each participant, if a group effort
5. Submit a list of people taking part in the local workshop(s).

The course number for credit was W-505. Tuition of $32 per credit hour would be paid during a registration process held during the November Workshop. Seven participants registered for credit.

Mailing six was sent to participants on November 11. This letter reminded participants of registration for credit during the third workshop. It also discussed content to be covered in the last workshop. It informed participants that LIT-TV films and other literacy materials would be shown from 4-6:00 p.m.

Mailing seven was a request for return of final evaluation forms handed out at the workshop III, or sent the participant's original questionnaire for this final evaluation. This was dated November 25, 1977.

b. Workshop I

1. Agenda.

FRIDAY,	September 23
4-6	Registration
7:00	Session I
	TV/Film: "Talking It Over"
	Participant Swap Shop
	Announcements
9:30	Discuss Conducting Local Workshops
SATURDAY,	September 24
8:30	Coffee and Danish
9:00	Partners develop Language Experience story #1

9:15	Partners develop Language Experience story #2
9:30	View "Language Experience" TV/Film
10:00	Write second version
10:30	Break
10:45	Discussion and Sharing
11:45-12	Resources

SATURDAY AFTERNOON

Working Through a Sample Agenda: "Patterns in Language"

1:00	STEP 1: Prepare
1:45	STEP 2: View TV/Film "Patterns in Language
2:15	STEP 3: Read and Work
2:45-3	Wrap Up

2. Strategies. It was felt that it was important that we model our own point of view, that is: that the best instruction is based on a thorough knowledge of the learner, and that subsequent strategies should take into account learner characteristics. In order to deal with the variety in terms of experience and occupation, the directors of the project decided to use a "swap shop" strategy for the opening session of the first workshop. Based upon information gathered through questionnaires and background information forms, a question (or questions) was formulated for each participant concerning their needs, program, or materials. For example: Harold Wilson, the director of ABE for Indianapolis Public Schools, was asked to briefly describe the adult literacy program there. Ruby Palmer, of the Logansport State Hospital, was asked who she was working with there, whether patients, clients, or both. Bryan Gregory, of the Jasper Center of Vincennes University, was asked how he's trained tutors in the past. In this way, each participant was able to share his or her special knowledge, concerns, and/or background, while focusing on the problems of adult literacy and the adult learner.

The sequencing of the films was another strategy based upon our knowledge of the learner. This film is the "management" film and when originally developed, was to have been shown last in the series. This film, "Talking It Over" was shown first, because it provides a good overview of adult literacy and the adult learner. In this way, a wider base as a background was established for all participants.

A role-modeling strategy was employed before and after participants viewed the second film, "The Language Experience Approach." Before the language experience film was shown participants were paired to write language experience stories. After the first set of stories was completed, several were typed up. These were read by participants and handed around the group. Then the film was shown. After the film, each pair again wrote a language experience story. Of the second set of stories, two were in a foreign language. These stories as well as others were typed up in language experience form to share with participants. Many were surprised at how well they could understand the stories written in a language other than English.

Each story was written with a carbon, as a tutor would, and LIT-TV staff members collected one copy of each story. These stories were taken back to the LIT-TV project office where they were typed up into language experience form and compiled into an anthology. Each participant was represented in the anthology by both of their stories and a short blurb containing a description of their job or concerns in the area of adult education.

3. Groupings. At the first workshop, participants were paired for language experience storytelling and writing. The pairings were very important as this is the kind of decision a tutor-coordinator must make. As questions had been formulated for each participant based upon the knowledge obtained through information forms, so were participants paired. An example of pairing decisions is shown by the pairing of

a recent G.E.D. graduate with a teacher in the ABE program in Indianapolis; and the pairing of a tutor coordinator with the El-Tip-Wa Learning Center in Logansport with a teacher from Bloomington Indiana's North High School.

The only other grouping which occurred at the first workshop was grouping people to work on "Patterns in Language" exercises. The grouping for these exercises was determined by seating arrangement. Dr. Parer counted participants off into groups of three or four people to work on the exercises. They were then assigned page numbers from the LIT-TV manual.

The presentation of the "Patterns in Language" portion of Workshop I began with a preparation period. Page numbers were assigned for work on an individual basis, in partners, and in groups. This preview covered pages 36-52 in the LIT-TV manual. Drs. Newman and Parer wished to have participants work through a sample agenda as outlined in the LIT-TV manual. This preparation was followed by viewing the LIT-TV "Patterns in Language" film. Participants then discussed the film.

Dr. Newman showed a collection of letters from a young friend who had grown up. These letters showed the slow, steady change in a persons use of language; how the spelling develops and the syntax becomes more sophisticated.

The first workshop ended with a wrap-up discussion period during which participants responded to questions such as: "Which techniques shown are you likely to use in your own workshop?", "How would you sequence the films?". There was discussion concerning the availability and use of the LIT-TV materials as well as questions from participants concerning training tutors in these approaches.

c. Workshop II

Formative evaluation was conducted during this workshop to help the LIT-TV staff ascertain the

success of the various types of activities carried out. This evaluation is contained in the next section.

Based on this formative evaluation, certain changes were made in the format of the second workshop. A review of both Language Experience and Patterns in Language was added to the originally planned agenda outlined earlier. More stress was placed on the use of the supporting materials in the LIT-TV manuals. The agenda that was used for this workshop follows:

1. Agenda.

FRIDAY,	October 14
4-6	Registration
7:00	Session I
	Reports from the field
	Followup: Language Experience
8:00	Followup: Patterns in Language
8:55-9:10	Break
9:10-9:30	LIT-TV: Points of View

SATURDAY,	October 15
8:30	Coffee and Danish
9-9:10	Announcements
9:30	Film III: "Word Analysis"
9:50	Diagnosis
10:30	Break
10:45	Work Groups: "Word Analysis"
12:00	Lunch

SATURDAY AFTERNOON

1:00	Perspectives
2:00	Wrap up

2. Strategies. Workshop II began with "Reports from the Field" in which people shared what they had done during the intervening time period, and what they had learned in either holding a workshop, or trying out the LIT-TV methods with their students. For example: JoDell Main, Versailles, Indiana, shared some "ghost" language experience stories from her students. Audrey Kurman, Bloomington, Indiana, was able

to share many valuable perceptions regarding the details of conducting such workshops. She spoke of how the confidentiality issue was handled and shared a variety of materials which had been distributed at the three workshops she held during the intervening time. Mary Helen Wiltrout told of using the language experience approach at a Laubach workshop in Michigan. Judy Greeson, a librarian from Crawfordsville, told of her increasing role as a bridge between the library and a local tutor group. She indicated further, her own committment to tutoring and the fact that she would be working on an individual basis with a student.

During the "Reports from the Field" two new students who had been unable to attend the first workshop were introduced. These were Karen Martin and Susan Clark.

Followup on the Language Experience and Patterns in Language portions of Workshop I were handled through a variety of methods. As part of the followup on Language experience, the Language Experience anthologies were passed out to participants. A discussion was then focused on the varieties of language experience activities which participants may have tried. All participants were then asked to fill out the "Check Progress" questionnaire from the manual. Several participants, among them Barbara Bevelhimer and Marilyn Shoupe, were asked to share their responses to questions.

The followup on Patterns in Language consisted of pairs of participants dealing with pages from the manual. The pages concerned were pages 36-57. After working in pairs, participants discussed the answers in the total group.

In order to give personal emphasis to each of the "Point of View"'s in the Word Analysis Skills section of the manual, Dr. Michael Parer and LIT-TV staff members each read a portion concerning a specific word analysis skill. This served as a lead in to the next

day's focus and also allowed Dr. Anabel Newman to explain why the word analysis skills are arranged in the manual with context first.

To aid in illustrating the "Point of View" he was reading, staff member William Diehl used the overhead projector with a transparency of a passage from "A Martian Textbook" illustrating how we use the various word analysis skills, especially context, when confronting unknown words to solve meaning.

A strategy to include participants in the total process of the LIT-TV workshops included (1) providing participants with the background on the development of the LIT-TV project and materials. Dr. Michael Parer, using the overhead projector and a number of transparencies, explained how the Needs Analysis for the project was conducted. He explained the 4-D (Define, Design, Develop, Disseminate) model of instructional development and how this was implemented in the planning of the LIT-TV project. (2) Several workshop participants were concerned with how materials might be obtained after the project's funding ended. To clarify the problems in duplication materials, Dr. Parer and Dr. Newman informed participants of what they knew to be involved in copyrighting. Workshop participants Judy Greeson and Pat Juhasz were able to add to this discussion because as librarians, they are very aware of copyright problems.

Dr. Newman, in working with C.J. Haines, one of the adult learners used in the films, had kept a notebook of his writing as he progressed with tutoring. This book was used as an example of the kind of progress which can be made over time, and as an example of the kind of patience the tutor of adults needs to have. Two of C.J.'s stories were read to participants by staff member William Diehl. One of these stories was from early in the tutoring program and the other was his latest, a research paper on Jimmy Hoffa. Also read to participants was a portion of a final exam C.J. had prepared for a film course taken in the summer of 1976.

3. Groupings. At Workshop II participants were organized into groups to work on the case study ideas. This was done by counting off the participants into groups. Each participant was given a number and met with others who had been given the same number. This resulted in groups including a mixture of volunteers, ABE directors and teachers, and librarians. We wanted to involve people with dissimilar backgrounds in solving the same problem. In this way each group member could contribute something uniquely their own while discussing ideas and working with others.

Another grouping at this workshop included a pairing of participants to work on a follow-up of "Patterns in Language." This was accomplished by numbering the participants into two groups of thirteen with individuals meeting with the other who had been given the same number. Each group was assigned a page or more of work in the "Patterns in Language" portion of the LIT-TV manual.

During the discussion of ideas generated in the groups, Dr. Newman took notes. We were then able to provide participants with a copy of these ideas at the next workshop. (See Appendix for a copy of these Case Study Ideas). In this way participants role played the behavior they would ask from their workshop participants and were also provided with suggestions for each case study in the manual.

At Workshop II videotapes were set up and shown by staff member Carey Tisdal. These were available for participants to view during lunch. Staff member Mary Jackson took lunch orders from participants who wished to remain in the room and view the available tapes. These lunches were delivered to participants.

After lunch a videotape illustrating the Laubach method and a slide-tape presentation of the Literacy Volunteers of America were shown to participants. This provided participants an opportunity to view other approaches to the teaching of adult reading. It was

emphasized during these showings that such materials can be a nice complement to the LIT-TV materials.

During the Wrap-Up session at the end of the workshop there were two areas of discussion. One discussion concerned students' dialect and how best to deal with differing dialects. Many participants had questions about this and varied points of view. Some realized that since their own dialects reflected regional differences that approaches to teaching phonics might need to be modified less they prove confusing to the learner. Others felt that the problem of dialect differences was only important in extreme cases. Dr. Parer pointed out that his accent (Australian) was never picked up by a learner while Dr. Newman spoke of students who understand both their own dialect and the accepted one, but speak their own.

The other discussion concerned the feasibility of inviting both C.J. Haines and Horace Thompson, the main adult learners featured in the films, to one of the workshops. After much discussion, in which workshop participants showed sensitivity for the feelings of these two men, it was decided that the films were enough. Participants were concerned that C.J. and Mr. Thompson would be ill-at-ease attending a workshop.

d. Workshop III

Again, formative evaluation was conducted on the second workshop (see next section). This evaluation aided in planning Workshop 3.

The third workshop, held November 18-19 also included some changes from the original plan based on evaluations of Workshop 2. A review was included on Word Analysis Skills, time was made available to view any of the LIT-TV tapes/films, the section on Comprehension in the manual was stressed, and film V "Talking It Over" was re-shown and discussed. At this workshop a summative evaluation was also conducted. (See the next section) The agenda for this workshop follows:

1. Agenda.

FRIDAY,	November 18
4-6	Registration
	Viewing of LIT-TV films and other material as available
6:30	Credit Registration with Joe Farah
7:00	Session I
	Reports from the field
8:00	Patterns in Language
	Word Analysis
8:30	Break
8:45	LIT-TV film: "Comprehension"
	Develop Case Study (use format pp. 22-25 in LIT-TV manual)
	Assignment: Review pp. 102-131
SATURDAY,	November 19
8:30	Coffee and Danish
9:00	Announcements
9:10	Comprehension: Literal
10:15	Break
10:30	Comprehension: Inferential
	Comprehension: Sensing Relationships
11:00	Share
11:35	LIT-TV film: "Talking It Over"
12:00	Lunch
1:00	Using Case Studies
2:00	Share results
2:30	Evaluation

2. Strategies. The "Reports from the Field" strategy was used to open Workshop III. Some of the things discussed during this period included: workshops held by participants during the intervening time period, the use of films by participants, the projected use of films by participants, and a bibliography of adult diagnostic materials developed by workshop participant Kathi Lee.

At Workshop III, participants were asked to develop their own case study descriptions like those they had worked with from the LIT-TV manual at the second workshop. They were encouraged to use a student they had worked with if they chose. Most seemed to. After

these case study descriptions were written, Dr. Anabel Newman and LIT-TV staff chose six for participants to work with the next day. The goal was to provide the workshop participants with case studies reflecting a range of reading levels, backgrounds, interests, and goals.

LIT-TV film number 4, "Comprehension" was shown at this workshop. To reinforce information obtained by viewing this film, workshop participants were asked to develop three types of comprehension exercises using a variety of materials. The first was to develop an exercise using either materials developed for ABE, the newspaper, or a selection from the manual, "Careful Planning," reinforcing literal comprehension. The second was to develop an inferential exercise using the text on p. 114 and the outline on p. 115 in the LIT-TV manual. In the third exercise, students were to draw on a variety of materials to develop an exercise reinforcing "sensing relationships."

Workshop participants seemed to enjoy this type of activity. Many of the exercises developed dealt with more than one type of comprehension. Participants were able to see how the same text could be used to develop comprehension exercises at all levels. One group developed an exercise using a passage from the LIT-TV manual. This was essentially a re-writing exercise. Another group used a newspaper article about a university student's activities to show how confusing phrases could be dealt with. One participant developed a sequencing exercise using a comic strip from the newspaper. Still another participant modeled the confusion an adult learner might feel when reading the title of a newspaper story. One group used a recipe as the basis for their exercise. They listed words in various categories including: sight words, measurement words, ingredient words, and instruction words.

3. Groupings. By this time workshop participants were well acquainted. As they became more comfortable with each other it was found that less direction was needed for the grouping situations. Participants were asked to work with another person developing comprehension exercises. These partners were chosen individually. Other grouping at the workshop included small group exercises on another level of comprehension and grouping to work with a case study chosen from the previous night's work. Participants grouped themselves for the first exercise. For the second exercise they were asked if they wished to remain in the same groups. They did.

To further show participants how comprehension exercises can be developed for materials. Dr. Anabel Newman showed a collection of materials developed in Buffalo, New York. These materials were used with materials developed for a USOE research project in adult literacy, which grew out of a literacy project in Missouri. The lessons developed in Buffalo (approximately fourteen to each one developed in the Missouri materials) suggested how much reinforcement is needed to present reading materials for the adult new reader.

It was on the second day of the workshop that participants were grouped and asked to choose a case study description from among those selected by the LIT-TV staff. Dr. Anabel Newman read pertinent information from these descriptions so that the groups could make their choices. Each group was then asked to develop a one day's lesson plan for the case study chosen. This meant about 50-60 minutes of work with the case study. All of the groups generated more than enough ideas for one day's lesson. All of the ideas took into consideration the learner's interests, goals, and abilities. Most sought to find out more about the learner while establishing a good tutor-learner relationship.

Evaluation

Formative and summative evaluation information on this part of dissemination is included in the next section of this report.

3. SMO 3: To provide support to workshop participants to conduct local workshops for literacy instructors.

Activities and procedures:

a. LIT-TV staff would provide content support as follows:

i. by telephone response to needs.

ii. by visits to local sites.

iii. by making available print materials for local workshops.

b. LIT-TV staff would provide technical support as follows:

i. by telephone response.

ii. by visits to local sites.

iii. by developing consumer awareness of LIT-TV material

iv. by dubbing film to videotape for local groups on demand and with local groups supplying all materials.

Implementation

a. To date, eight local workshops have been conducted by trainers using LIT-TV materials. LIT-TV materials have also been used by other participants in briefing directors, existing interest in literacy, and as part of a different training program. The statistics on the use of LIT-TV materials, and the numbers of directors and tutors affected by these materials in local sites is included.

b. LIT-TV staff members kept in close telephone contact with those trainers conducting local workshops. Technical or content assistance was made available at request. Staff members attended all or parts of five of the local workshops, both as observers and, if requested, as assistants. The trainers, however,

conducted the workshops. These workshops were quite successful, and the trainers were pleased with their success.

c. Consumer awareness of LIT-TV materials was developed in several ways. From its inception, LIT-TV had been in contact with all organizations in the state concerned with literacy. During the developmental stages, all these organizations were asked to participate in some way in assessing the target population and in needs assessment. During the dissemination phase, all organizations were contacted by mail and by phone, at least once, with information concerning LIT-TV. Finally, a brochure was prepared (Appendix) and sent to all librarians, volunteer organizations, and ABE directors, re-explaining LIT-TV and inviting them to order materials.

Evaluation:

a. Over 400 telephone contacts with individuals in the field were logged. These contacts served to both familiarize individuals with LIT-TV and to ascertain the needs of individuals in the field.

b. Staff members visited and participated in five local workshops. Their evaluations, plus the evaluations of the trainers conducting the local workshops (given by the trainers at the Indianapolis training sessions) indicated that these local workshops were quite successful in carrying the LIT-TV presentation and methods to the field. (see the Evaluation: Workshops section for details.)

c. Many of the workshop participants received manuals for use in local tutor-training workshops. Two hundred and sixteen manuals were distributed to participants for this purpose. A number of other manuals were distributed to interested individuals and organizations throughout the state.

d. In addition to the extensive use of the LIT-TV owned videotapes and films, several workshop participants provided blank tapes to the LIT-TV staff so that the programs could be duplicated onto them. This process involved the participants obtaining or purchasing approximately 100 minutes of videotape.

The approximate cost of tape was as follows: $75 for five 3/4 inch videocassettes or $60 for five 1/2 inch reel to reel videotapes.

Five workshop participant sent tapes for duplication:

Susan Clark Adult Education N.A.C.C. 2500 Elgin Muncie, IN 47203	Sent three 60 minute color videocassettes.
Karen Martin Day Adult High School 3600 W. 13th Street Indianapolis, IN 48409	Sent five 30 minute color videocassettes.
JoDell Main Southeastern Indiana Vocational Technical School Box 156 Versailles, IN 47042	Sent five 30 minute color videocassettes.
Paula Schneidermann Learning Resources AO 124 I.U.P.U.I. 355 Lansing Indianapolis, IN 46202	Sent five 30 minute color videocassettes.
Ruby Palmer Coordinator ABE Logansport State Hospital Logansport, IN 46947	Sent five 30 minute color videocassettes.

Other Dissemination Conferences

Although the three LIT-TV workshops were the focus of the dissemination phase of the LIT-TV project, other conferences have been a part of the dissemination activities during this time.

The first was the Region V Dissemination Conference in Columbus, Ohio (October 7-8, 1976). Dr. Parer attended the conference with samples of the videotape materials: Storyboards of programs one and three ("Language Experience" and "Word Analysis Skills") were shown. A fact sheet on the LIT-TV project containing background

information, purpose, goals, and accomplishments to date, as well as specific goals was available for those interested. Information on the project was then published in the Regional ABE Conference Report.

In February of 1977, Dr. Anabel Newman, Dr. Michael Parer, and Marjorie Cambre presented an overview of the project at the Henry Lester Smith Research Conference at Indiana University. Topics covered included background, procedures and findings, and results. Specific items discussed in regard to results concerned a presentation of a sample of the program, the integration of print materials, use of a workshop format, and availability of materials through D.P.I.

Later that spring (4/22/77), a Bag Lunch Viewing was held at the Institute for Child Study on the I.U. campus in Bloomington. The viewing was scheduled from 11:45 to 1:30 p.m. Flyers on this viewing were sent to ninety-two faculty members and a copy was posted in the Education Building. A three page handout detailing background, general purpose, project accomplishments as of April, 1977, and specific goals of Phase III of the LIT-TV project, was given to those at the viewing. Approximately 30 faculty, staff, and students attended.

On September 21, 1977, Doctors Anabel Newman and Michael Parer made a presentation to Dr. John Patrick's Experimental Development Course, J 637. The chronology of the presentation dealt with the project's conception in 1975 through the present dissemination phase. As a result of this presentation, one of the class members became so interested that he wrote his major class paper on the LIT-TV project.

The fifth presentation, made by the project's co-directors, was one of the most important. On October 31, 1977, Dr. Newman and Dr. Parer spoke at the National Association of Public and Continuing Adult Educators (NAPCAE) conference in Detroit. The presentation outline covered the conception of the idea, development of the needs analysis, refinement of the needs analysis data, design, formative evaluation of developmental products, final production, dissemination, results and projections.

All five films were taken to the conference. Part of film one, "The Language Experience Approach" was shown with the presentation. Dr. Parer showed the five films and displayed the print materials during a conference "swap shop." He set up six chairs, creating a "mini" theatre for the viewers. At least 12 to 15 people stopped to watch the films for ten or fifteen minutes. Several people discussed the films with interest.

On November 14, 1977, Dr. Newman was invited to speak before the Bloomington, Indiana chapter of Delta Kappa Gamma, education honorary society. Before an audience of about 75 educators, Dr. Newman explained the project's developmental and dissemination phases. Part of the "Talking It Over" film was shown by staff member Carey Tisdal, and slides from the three LIT-TV Fall workshops were also presented. A question period followed the presentation and much interest was evidenced in adult literacy. Several people seemed interested in becoming tutors of adults.

On January 28, 1978, Dr. Newman will travel to Denver, Colorado at the request of Kathleen Vonderhaar to present a workshop on LIT-TV.

The final dissemination activity planned as of this date is a presentation at an ABE preconvention institute at the International Reading Association conference in Houston, Texas May, 1978. Samples of the films will be shown as well as the print materials. Dr. Newman will speak about the background of the project as well as the Needs Analysis. Dissemination will also be discussed. Dr. Parer will present information on evaluation of the project including both the formative and summative evaluations.

EVALUATION

Formative Evaluation: Materials

Formative evaluation was conducted throughout the developmental stages of LIT-TV in order to insure that the materials developed would meet the needs of practitioners in the field and be of high technical quality. A complete description of the procedures and results of the various types of evaluation conducted at this state is included in Section III, Development and Production, of this report. A brief summary of the procedures used and the results follow.

Following an extensive target population and needs analysis (outlined in the first section of this report), the LIT-TV staff began the production of film and print materials designed to meet the expressed training needs of adult literacy teachers and tutors in Indiana. Five films--which were also made available on video tapes and cassettes--and a supporting print manual were developed. As these materials were developed, evaluations were conducted and the results were fed back to the production staff in order to make improvements in the programs. The following types of evaluation were conducted:

1. Appraisal of the scripts, before production, and at various stages of script revision. Two experts in adult literacy, one expert in instructional media, and one expert in reading appraised the scripts and made valuable suggestions for change.

2. Storyboards were made of each of the proposed films. Various groups and individuals involved in reading and adult literacy viewed these storyboards and gave reactions to both content and technical quality. A number of different techniques were used in this storyboarding procedure. Results were again submitted to the production staff and improvements and revisions made.

3. Field-testing was carried out on the first program, "Language Experience Approach," in order to evaluate how well the entire program was presented and how it was received by a group of adult literacy teachers.

4. Continuity evaluation was conducted. Two graduate students in Reading and one professor of Reading viewed all the programs and provided evaluations of how well the entire package met the goals and purposes of the project. Suggestions were made for some smoother transitions and orders of presentation, and these suggestions were incorporated in making the final version.

5. The manuals were reviewed at several points during their development, both by content experts and by graduate students in reading. Suggestions given by these reviewers were incorporated into the final version of the manual.

6. Following development of the films/video tapes and the manuals, the entire package was carefully reviewed by the project staff and by two interested graduate students. A few post-production changes were suggested and, whenever possible, were carried out.

Formative Evaluation - Workshops

Procedures. This evaluation had three specific purposes:

1. To evaluate what parts, methods of presentation, involvement of participants, use of manuals, etc. of the training workshops were successful with the particular group in order to plan subsequent workshops with this group.

2. To determine what parts of these workshops were successful and generalizable to other groups.

3. To evaluate one local workshop to determine what aspects of the general workshop were successfully carried to the field.

Cognitive, affective, and attitudinal involvement and changes in the participants were the primary information collected in assessing the 'success' of parts of the training workshops and the local workshop. The instruments employed in collecting this information were:

1. A "Background Information" form, completed by all participants before the first training workshop. This form provided information about the experience of, educational background of, and expectations of the participants. This information was used in planning the approaches and manner of presentations in the first workshop. (This form, along with copies of all other instruments is attached in Appendix E)

2. A pre-test/post-test ("LIT-TV Workshop Questionnaire"), designed to measure affective and cognitive changes in the participants. The first two questions involved ranking eight areas of literacy work; in question 1, the areas were to be ranked according to how familiar the participants felt with the area; in question 2, the areas were ranked according to their believed importance in literacy instruction. Questions 3 and 4 assessed the expectations of the participants - first in literacy work, and second in using video tapes for tutor training. Question 5 - 9 required participants to write out what they knew about each of the four 'skill' areas in LIT-TV (Language Experience approach, word analysis skills, patterns in language, and comprehension.) The last question simply invited the

participants to fill in anything else they wanted to add. Thus, the first 4 questions were aimed at assessing attitudes towards what was to be covered in LIT-TV the last 5 questions assessed knowledge.

Twenty-two participants completed the pre-test before the first workshop. The information was used to plan the workshops and to assess, in comparison with the post-test and with "Check Progresses" the changes in the participants.

The post-test originally was to have been a parallel form of the pre-test. Because of time constraints, the post-test instead consisted of participants re-answering the first two pre-test questions (where they ranked areas), and adding to their original answers anything else they had learned in the workshops. Thus, participants were given a blank questions 1 and 2, and a xeroxed copy of their answers to 3-10. Sixteen of the twenty-two participants who completed the pre-test also completed and returned the post-test.

3. "Check Progress" questionnaires, reproduced from the manual, were given to participants after sections in the LIT-TV program had been completed. These questionnaires involved five questions on the area. The Check Progress for Patterns in Language was given at the second workshop; the Check Progresses for Word Analysis Skills and Comprehension were given at the third workshop. These questionnaires provided on-going information about whether the content was getting across to the participants.

4. An observation check-sheet (modeled after Flanders) was completed by the evaluator at the first two workshops, in order to measure attending behavior. Five positive and five negative behaviors were watched for - Positive: eye contact, leaning closer, positive facial expression, note-taking (or participating in activity), and showing agreement, nodding, humor; Negative: distracted, yawning, negative or bored facial expression, dawdling (or withdrawal from activity), and showing disagreement, frowning, shaking head. Participants were observed for five seconds and a count was made of each positive and negative behavior shown. Only these ten behaviors were watched for in order to insure some consistency in scoring.

Six individuals from the total group were randomly selected for observation. These six individuals were observed, each for five seconds (with ten seconds allotted for filling in the form for each person) and then the entire group was observed (by individuals, in a constant clockwise sweep. Again, a total of fifteen seconds was spent observing and filling out the form for each individual.) Thus, the six random individuals were observed, then six people from the group, then the six random individuals again, and so on. Results were later placed on bar graphs and analyzed to see which activities held the most attention and involvement.

5. A structured, participant evaluation was completed at the end of workshops 1 and 3. (There was one planned for the second workshop, but time ran out.) This evaluation was a group discussion in which participants were asked to comment on various activities in the workshops. This discussion was tape-recorded and later transcribed. Generalizations were made about participants' opinions, and some comments were used as anecdotal evaluation.

6. Similar interviews were conducted at the first two workshops with randomly selected individuals, by the evaluator. These interviews were conducted informally during breaks or at meals. Individuals were not told they were being interviewed and thus the structure of the interviews was conversational. Notes were taken as soon after each interview as possible. In general, the individuals were asked their reactions to what had just taken place in the workshops.

7. Observation of the one local workshops took the form of counting the number of activities used by the trainers that were identical to ones used at the training workshops, and an assessment, based on informal interviews with two tutors being trained in the local workshop, of the success of these activities. This information was used to assess which types of activities done at the training workshops were used and were useful, in the field.

Results, recommendations, actions taken. Because this was primarily a formative evaluation, results and recommendations were constantly being made available to the project staff by the evaluator. These results and recommendations plus the actions taken are presented below in a chronological order.

Background information form. This form, which asked for information about the experience, educational background, and expectations of the participants, was returned by 30 of the 33 participants before the first workshop. This information was analyzed; among the more important results, it was shown:

- -45% of the participants had some background in teaching reading
- -23% had previously trained tutors
- -55% had had courses in Adult Basic Education
- -50% had been ABE teachers or paraprofessionals
- -40% had had teacher training
- -18% had only finished high school; 50% had B.A.s; 32% had M.A.s
- -23% said they planned to hold local workshops; 50% said maybe; 18% said they did not intend to hold workshops; 9% did not answer
- -Participants came from 17 locations in Indiana; the greatest number (8) came from Indianapolis
- -Participants represented ABE programs, Department of Mental Health, two prisons, an association for Retarded Citizens, church-sponsored literacy programs (using the Laubach method), three universities, and four libraries.

Statements and recommendations made on the basis of this information were:

1. Participants represent a large cross-section of literacy workers. Some of the participants are highly trained, while for others, this is their first real exposure to literacy training. (Seven individuals had indicated this on the forms.) Thus, it will be necessary to cover the content in LIT-TV for the sake of those who are untrained, but it is important to include other activities of interest to participants who are highly trained --and already know the content.

2. Because an integral part of the dissemination plan was to have these trainers hold workshops in their own locales, and because only 23% indicated they had definite plans for holding workshops, these local workshops should be mentioned and stressed at the training sessions.

Partly as a result of these recommendations, the first workshop was planned to contain both a thorough presentation of the content, and some role-playing and group sharing activities. These activities were to help participants get to know each other and

share ideas, and to provide opportunities for those participants who were highly trained to share what they knew. In addition, from the very first night, and throughout all three workshops, stress was put on the local workshops. To date, three individuals who had said they "might" hold local workshops, have. All the "yeses" have, or plan to have workshops.

Pre-test questionnaire. The pre-test was returned by 22 participants before the first workshop. The data were analyzed, using an SPSS program on a computer. Results included:

- -Participants ranked both their knowledge of, and the importance of, the four skill areas covered by LIT-TV much lower than the management/instruction areas. Thus participants were less familiar with Language Experience, Patterns in Language, Word Analysis Skills, and Comprehension than they were with Assessing a Learner's Background, Building a Relationship, and Planning and Implementing Instructional Activities. Participants also felt the latter set was more important in literacy work than the former set.
- -5 participants (23%) were able to supply more than two word analysis skills. 11 (50%) could not supply any.
- -There was a wide variety of answers in how to build comprehension with a tutoree. 23% indicated they would rely on picture or context clues; 23% indicated they would work on vocabulary. Only 10% mentioned any of the techniques introduced in the section on comprehension.
- -54% (12) of the participants were able to describe the Language Experience technique. 9% (2) gave fair descriptions of this method; 34% did not know.
- -There seemed to be confusion in the term "Patterns in Language." Answers to the question about this area varied greatly. 25% (5) of the participants seemed to know what this term meant.

Statements and recommendations made on the basis of this information were:

1. Participants were more aware of the management/instruction skills (as covered in "Talking It Over") than of the four skill areas. More time and stress should therefore be put on the skill areas.

2. A general overview of the program at the very beginning of the first training workshop would help clear up some possible misconceptions about terms such as "Patterns in Language." The participants may know some of these things by other terms, and this would clear up any possible confusions.

3. Comprehension seems to be the area that will require the most thorough treatment. Word Analysis Skills should also get a thorough treatment.

Partly as a result of these recommendations, the first workshop opened with a viewing of "Talking It Over." This film was discussed briefly. It was re-shown and discussed at the third workshop, but little time, compared to the other areas, was spent on it.

The first workshop also had a participant "swap-shop" on the Friday evening. During that time, the directors shared an overview of the program.

In terms of time, the most emphasis in the workshops was placed on the Comprehension section; Language Experience was second; followed by Word Analysis Skills and Patterns in Language.

In addition to the above analysis, the pre-test questionnaire was also used in assessing exactly what people knew about an area before it was covered in a workshop. This enabled the project directors to plan these sections better. An example of this type of analysis is included in Appendix E. This analysis preceded the workshop on Word Analysis Skills. The analysis revealed that most participants felt these skills were important, but they felt less trained in this area than they would like. Additionally, few of the participants (only 5) were able to list more than two of these skills. This analysis also showed which skills were most familiar (phonics), and which were less familiar. This information led to decisions about which sections of the manual and film to stress especially. It also led to the decision to have the project staff read out loud the "Point of View" sections on each word analysis skill thus ensuring that all the participants knew something about these skills before viewing the film.

First workshop evaluation. Three types of information was collected at this workshop: attending behaviors as measured by the observation check sheet; interviews with six randomly individuals; and a formal group evaluation conducted at the end of the workshop. Complete results were written up and submitted to the directors. A copy of this report is attached in Appendix E. Briefly, the results of this evaluation were:

1. Attending behavior was plotted on a chart showing positive and negative behaviors shown for each activity in the workshop. From the chart (included in Appendix E), and using these behaviors as indicators, it was clear the workshop had been quite successful in evoking

the interest of the participants. The activities that took place in the workshop that seemed most successful in this regard included: Writing the Language Experience stories; discussing the stories written by participants; most of the work done in the small groups using exercises from the manual on Patterns in Language. Less successful activities (which in two cases followed meals, which may account for lower attending ranks) included: the discussion immediately following the Language Experience film; the discussion of the Language Experience approach after the second set of stories had been written; and the discussion following Patterns in Language. It is interesting to note that discussions tended to get the lower ratings. This suggests that either participants prefer activities, or that the evaluation instrument tended to discriminate in favor of activities. The evaluator, on the basis of his overall impression, felt that both these explanations were true; participants generally seemed less involved in the discussions, and the instrument was more sensitive to activities.

2. The individual interviews and the formal group evaluation indicated these participant concerns: a) the relationship between the manual and the films was unclear; b) "Patterns in Language" remained confusing to many participants; c) the overall purpose of the project remained unclear to a few participants; d) it was difficult to make the connections between the content areas (Language Experience and Pattern in Language) presented; c) it was felt there was insufficient time to complete work in the manuals; f) some people felt uncomfortable working with certain others.

The following recommendations were made on the basis of this evaluation:

1. Sections in the manual needed to be reviewed at the next workshop.

2. The "Patterns in Language" film should be re-shown.

3. The purpose for doing various activities should be made clear. (e.g. "This is something you could do with your tutors..." "This explains the idea of..." etc.)

4. The overall purpose of the project should be spelled out (again). It is important that everyone understand clearly the purposes in order for the workshops to make sense.

5. The interrelationship between the films and manual should be reiterated.

6. Some thought should be given to groupings in working out sections of the manuals. Problems arose when people of varying views about literacy were placed together (they spent all their time trying to work out basic differences).

7. Sufficient time should be allotted for working on sections in the manual.

8. Ways of integrating the ideas presented in each section with the ideas of other sections should be mentioned. Thus, Language Experience would not be viewed as an isolated technique, but as one method to be incorporated with other methods.

This evaluation was carefully reviewed by the directors. On the basis of this evaluation, all of the above recommendations were incorporated into the second workshop. (Thus, "Patterns in Language" was re-shown; purposes were spelled out, etc.) The grouping problem was solved by a careful matching of participants prior to the workshop. This helped avoid diverting attention away from what was being presented. The problem of integrating sections was tackled by providing time for participants to discuss how they would integrate the sections. In addition, developing plans for actual case-studies was included in the second workshop to provide practice in incorporating all the skills into one instructional plan.

Second workshop evaluation. Attending behavior, as measured by the observation check sheet, was evaluated at this workshop. Informal interviews with six randomly selected individuals were also conducted. (The results from these two data collecting techniques are included in Appendix E). The formal, group evaluation was planned but was not conducted because the workshop ran overtime. Lastly, a "Check Progress" questionnaire on Patterns in Language was completed by the participants. The results of these evaluation measure follow:

1. Based on the charts prepared from the observation check-sheets, it was clear that this workshop was very successful in holding the interest of the participants. In fact, it appeared to be more successful than the first workshop in this regard (possibly because it was meeting the needs of the participants more adequately.) Like the first workshop, the most successful parts were activities (role-plays, work in the manual, etc.) while discussion ranked as a little less effective.

2. Based on the interviews, it appeared that the manuals were much more effectively used in this workshop and that the relationship between the manual and the films was made clear. The group work was seen as especially valuable, as were the case studies. Some confusion still remained about the integration of the various sections with each other. A short viewing of portions of other literacy training materials (Laubach, Literacy Volunteers of America, the Maryland tapes) seemed to help put the TTL materials in perspective. At least one participant was interested in seeing more of these other materials.

3. The "Check Progresses" which were reviewed by two of the graduate assistants indicated that all of the participants had grasped most of the major points made in the Patterns in Language section. 77% (20 out of 26 who completed this questionnaire) gave adequate or excellent answers to all the questions. This indicated that the content of at least that program came across successfully.

The following recommendations were made as a result of the above data:

1. The basic framework of this workshop was successful in holding attention and getting across ideas. The following activities seemed especially good in these regards and should be incorporated into the third workshop: case study work; group work in the manuals; role-playing.

2. Additional attempts to integrate the various areas covered in the workshops should be made.

3. Time should be set aside (possibly at a voluntary time, like after the Friday workshop, or during a mealtime) to show more of the other literacy training films, especially those from Literacy Volunteers of America.

4. Additional "Check Progresses" should be completed, as they give a good indication of how well the material is getting across.

These recommendations were reviewed by the directors and were all incorporated into the third and final workshop. Case studies, written by the participants themselves, were used to reinforce the Comprehension section which was covered in this workshop. The manual was used a lot, and group work was structured from exercises in the manual. Additional role-playing situations, also drawn from the manual, were completed. Time was set aside before the workshop began on Friday for participants to view any of the LIT-TV or other literacy training materials that they wished. (Participants were informed of this a week before the workshop). A discussion about integrating the various skills presented in LIT-TV was structured. Lastly, two more "Check Progress" questionnaires were prepared for this workshop.

Third workshop evaluation. Because this was the last training workshop, formative evaluation was not carried out. Instead, three other types of information was collected to be used in a summative context: 1) "Check Progresses" on "Word Analysis Skills" and "Comprehension" were completed by the participants. 2) A group discussion, at the end of the workshop was conducted to get general reactions to the whole workshop scheme. 3) The post-test instrument was completed. Several problems were encountered in these data collecting activities, due to time pressures. The results of these assessments were:

1. Based on the "Check Progresses", it appeared that most of the content in the two areas was understood and remembered by the participants. However, because of some problems in data-collecting, this statement is made with some reservations.

2. The group discussion, possibly because it came at the very end of the last workshop, when weather was urging participants to leave for home, yielded little of substance. Additional information had to be collected later to supplement this discussion.

3. The post-test, also because it was administered at the end of the last workshop, was not completed by many individuals. Some of the participants later sent in their post-tests, giving us 16 in total. These results are included in the next section.

Based on these pieces of information, the only formative recommendation that could be made would be not to save evaluation until the very last!

Post-workshops evaluation. The results from the post-test questionnaire, plus information gotten from the final group evaluation and subsequent follow-up phone calls comprised the post-workshop evaluation. The component is, of course, a summative one. The abbreviated results of these two instruments follow:

1. The post-tests were scored and compared against the pre-tests. On the first two questions (those asking participants to rank their knowledge of, and the importance of, various parts of the LIT-TV workshops), it was found that the skill areas rose significantly in both aspects. Language Experience Approach rose the most, followed by Patterns and Comprehension. Only Implementing Instructional Activities fell on both questions. Because it had been decided from the first to stress the skill areas, the fact that these areas showed the greatest positive change indicated that the workshops were successful in both convincing the participants of their importance and in showing how to actually use them. In addition, participants were able to expand many of their original answers to question 3-9. The questions which were expanded the most were: the question about comprehension (participants added an average of 1.75 items to their original answer); the question about Language Experience Approach (all participants were able to describe this adequately); and the question on Word Analysis Skills (participants added an average of 1.13 items - specific skills - to their original answers.) These results give further indication that the content of the LIT-TV materials was successfully gotten across.

2. The final group evaluation yielded few responses. Therefore, it was decided that six randomly selected individuals would be phoned and asked the same questions as were used in the final group evaluation. In addition, it was found that four individuals wrote answers to some of these questions on the backs of their post-tests. (It was unclear whether they did this because they were reluctant to speak in the group setting, or whether they simply preferred to write responses.) At any rate, information was gathered from these three sources.

This information is included as Appendix E. Comments that have some bearing on this report include:

-The films and manuals were generally seen working together
-The workshop setting was seen as invaluable in getting across the LIT-TV materials
-The materials were also seen as suitable for individualized instruction
-At least one participant felt confused through much of the workshops. This individual felt directions, especially for work in the manual, were often unclear.
-All responding participants felt they gained something from the workshops. Most felt they gained a lot of experience and knowledge in training tutors. One indicated that the most important thing was simply meeting and talking with other literacy workers from throughout the state. For this report, it is important to note that both highly experienced and inexperienced literacy workers felt they did improve, at least a little, due to the workshops.

Local workshop evaluation. One local workshop was observed for the purposes of determining what aspects of the general training workshops were carried to the field. The evaluation was very informal; the evaluator did not want to put the two trainers conducting this local workshop on the defensive, and thus did not take notes or conduct any obvious evaluation during the workshop. Instead, the evaluator acted as one of the participants in the local workshop, made mental notes of the information desired, and conducted conversational interviews with two participants and one of the trainers during breaks. Data collected was written down following the workshop and can be summarized as follows:

1. Nine different activities took place during the workshop. Five of these activities were drawn directly from the LIT-TV manual. Three activities were very similar to ones conducted at the previous general training session. One activity was apparently designed by the trainers to supplement information contained in the film (Language Experience Approach) and manual.

2. The trainer who was interviewed was extremely pleased with the workshop. This was her first experience in literacy work, and, in fact, she had designed, and recruited tutors for, a new tutoring program in her area. This trainer felt "they were off to a great start"

and felt that the LIT-TV materials would prove to be excellent in training these inexperienced volunteers.

3. The two participants interviewed both expressed enthusiasm about tutoring. Both had had no previous experience, and saw the Language Experience Approach as a good way to begin working. Both also expressed that, midway through the first workshop, they still didn't know exactly what they were getting into; the overall purposes and structure of literacy tutoring remained very unclear. They felt that the Language Experience Approach was thus presented almost in a vacuum. One of the participants felt that doing language experience stories (a technique used in the manual, at the general training sessions, and at this local workshop) helped him understand the technique; he felt he could go out and do it.

This workshop was observed between the first and second general training workshops. Based on this evaluation the following recommendations were made:

1. An overview of the purposes and structure of literacy training should be introduced in the training sessions for the sake of those trainers who are inexperienced. This type of overview could then be carried back to local workshops and help in their organization.

2. Activities covered in the manuals and in the training workshops were successfully adopted by at least two trainers in conducting local workshops. (Later observation of other workshops bore this out). Giving clear statements about the purposes of the various activities ("This will help to clarify..." etc.) will probably aid in these activities being incorporated.

As a result of these recommendations:

1. At the second training workshop, an overview of literacy training, given in the context of the development of LIT-TV, was presented.

2. At the third workshop "Talking It Over", the film that dealt with management and general instructional skills was re-shown and discussed.

3. Activities were usually preceded by a description of their purpose. Often this purpose was listed in the manual, and participants were made aware of this.

The above, then, list the major results, recommendations, and actions taken in this formative evaluation.

Limitations. The major limitations of this formative evaluation are:

1. The evaluation ended up focusing in on the particular participants, their backgrounds, and their reactions. This group may or may not be representative of other literacy-training groups. At any rate, this evaluation is probably not generalizable to other groups, especially other groups that will use LIT-TV (since LIT-TV is designed for use with untrained tutors and most participants were trained already.)

2. This evaluation is limited to information, recommendations and actions taken in a general training workshop, and is not meant to apply to local workshops. Although it has been assumed that successful techniques in the training sessions would also be successful in local workshops, it must be remembered that this is an assumption and may or may not be true.

Concluding statements. This evaluation of LIT-TV workshops was designed to be formative. The following statements about this evaluation can be made - keeping in mind the above problems and limitations - and can be viewed as summative statements on the evaluation.

1. Using several types of instruments, data was collected on the 'success' of various components of these workshops. This data, because it usually repeated itself in different ways, can be seen as relatively valid. The data was analyzed and recommendations were made for upgrading subsequent workshops. Almost all of the recommendations were carried out. Subsequent evaluation revealed that these actions generally succeeded in correcting problems in the workshops. Thus, the formative evaluation was successful in meeting the purpose of upgrading training workshops.

2. Specific concerns that emerged from the pre-test, the "Background Information" form, and the first workshop were addressed in the three workshops. These concerns included:

a. The need to cover the content of LIT-TV - for the sake of untrained participants - while providing other activities interesting to the more highly trained participant.
b. The importance of stressing the skill areas of LIT-TV (Language Experience, Patterns in Language, Word Analysis Skills, and Comprehension) more than the management area (Talking It Over).
c. The importance of showing the relationship between the films and manuals in training tutors.
d. Stressing local workshops, and convincing participants to hold them
e. Relating LIT-TV to other literacy methods, materials, etc.

The final evaluation, conducted during the last workshop and through the post-test and telephone interviews revealed that these concerns had been met. The content of LIT-TV came across well; the skill areas rose in importance in the estimation of participants; the manuals and films were generally viewed as working together well; nine local workshops have been held and more are being planned; and LIT-TV was shown in relationship to other literacy methods. Thus, this evaluation can be seen as successful in revealing these concerns and encouraging activities addressed to them.

3. The evaluation of the local workshop revealed that, at least in that instance, materials and methods presented at the training sessions were being carried successfully to the field. Observations of other staff members of other local workshops, supported this contention.

4. The dissemination strategy of holding training workshops, then encouraging trainers to hold local workshops, as a means of ensuring use of LIT-TV seems to be successful. In addition to the workshops held or being planned by the trainers - as a result of the LIT-TV training sessions - six other trainers have ordered permanent copies of LIT-TV materials for use in on-going training. Additionally, LIT-TV materials are being placed in all regional service centers of the state's library network, thus making the materials continually available to anyone in the state. This placement was the direct result of the involvement of four librarians in the LIT-TV training sessions.

In conclusion, this evaluation indicates that the dissemination strategy of conducting training workshops was successful in ensuring use of LIT-TV materials. Problems that arose in the training workshops were often picked up on, through evaluation, and corrections made in subsequent workshops. Participant needs seemed to have been met in varying degrees; generally participants seemed pleased with the workshops and materials, and participants showed a high degree of involvement in the workshops. By providing continuous information about participant reactions and understandings, this evaluation was able to provide insights and recommendations which helped improve subsequent workshops.

Summative Evaluation

Phase I

Objectives were formulated, activities to meet the objectives were carried out, and careful evaluation was made for each of the three phases of the LIT-TV project. In the development stage, the following activities were carried out:

1. Catalogued in detail the tutor training workshop already videotaped.

2. Made inventory of tutor training materials.

3. Used the 4-D instructional development model to analyze and clarify the literacy tutor's task, the concepts to be communicated, the critical attributes of the target population, and the context in which the proposed package would be utilized.

4. In a seminar attended by the project team, consultants, and a representative of the Department of Public Instruction, State of Indiana, items under 3 (above) were considered, existing videotapes reviewed, and decisions made on:

   a. the conceptual framework for the series
   b. the subject area content for each videotape
   c. the limiting constraints

5. Based on the above, the content and format of each program was planned out and objectives were specified as follows:

a. An ABE Language Experience Approach

The language experience approach to reading is admirably suited to working with adults in that it can make use of the many experiences they have received over the years. In addition, it provides an adult the opportunity of seeing his own words written down, and thus provides reinforcement of a very personal nature in this venture into the land of abstraction. The terminal behaviors might therefore be:

i. that the tutor understand what is meant by the language experience approach to teaching reading.

ii. that the tutor be able to elicit a language experience story from a student.

iii. that the tutor provide evidence of having utilized a language experience strategy in working with an Adult Basic Education student.

b. Strategies for Teaching Patterns in Reading

Linguists have recognized and demonstrated the value of beginning readers knowing how to use recurring patterns in language. Their argument is:

> Language has many consistencies which do exist in helping the beginning reader to master basic reading skills. These will in turn help him/her to be more efficient in mastering the total reading process.

Therefore, the objectives for this section are that:

i. the tutor will be able to teach the use of recurring language patterns in beginning reading.

ii. the tutor will offer proof of having taught an Adult Basic Education student to use recurring language patterns in learning to read.

c. Strategies for presenting and reinforcing basic Word Analysis Skills with Adult Basic Education students.

Since the Adult Basic Education student has usually encountered many failure experiences in trying to utilize basic reading skills, it is important that the following word analysis strategies be presented in an emotionally-safe environment to prospective tutors. It is hoped that the tutors will, in turn, communicate a sense of self-confidence to the students. The student will, therefore, be presented several basic strategies for utilizing:

i. Context Clues:

The tutor will understand the importance of context in helping a student read. The tutor will be able to teach a student how to use context in learning to read. The tutor will give evidence of having taught a student to use context in learning to read.

ii. Picture Clues:

The tutor will understand the importance of pictures in helping an adult to read. The tutor will be able to teach picture use in the beginning reading process. The tutor will give evidence of having taught the student how to use picture clues in learning to read.

iii. Phonic Clues:

The tutor will understand the importance of phonic clues. The tutor will be able to present a phonics lesson to a student. The tutor will be able to teach the association of spoken sound and written symbols to a student. The tutor will give evidence of having taught a student to use phonic clues in learning to read.

iv. Sight Word Clues:

The tutor will understand the importance of building a basic sight vocabulary in the beginning reading process. The tutor will be able to describe some basic techniques in building sight vocabulary. The tutor will be able to teach basic sight vocabulary to a student.

v. Structural Clues:

The tutor will understand the importance of such structural clues as compound words, prefixes and suffixes, and inflectional endings. The tutor will be able to teach the use of structural clues in reading. The tutor will give evidence of having taught a student to use structural clues in learning to read.

d. Strategies for Teaching Comprehension Skills

The tutor will understand that there are many levels of understanding written material, but that three most basic comprehension skills include: literal comprehension. inferential comprehension, and comprehension of relationships. Each of these levels demand:

i. Literal Comprehension:

The tutor will understand the meaning of literal comprehension; the tutor will be able to teach literal comprehension to a student; and the tutor will give evidence of having taught literal comprehension to a student.

ii. Inferential Comprehension:

The tutor will understand the meaning of inferential comprehension; the tutor will be able to teach literal comprehension to a student; and the tutor will give evidence of having taught literal comprehension to a student.

iii. Comprehension of Relationships:

The tutor will understand what is meant by comprehending relationships in reading material; the tutor will be able to teach comprehending relationships to a student; and the tutor will give evidence of having taught comprehending relationships to a student.

e. Strategies for Utilizing Management Tips in ABE

Because adults who are learning to read bring years of living experience, to the training sessions (be it successful or unsuccessful), it is particularly important that inservice and/or preservice tutors be aware of the special physiological, psychological, cultural, and educational needs of the Adult Basic Education student. The tutor must know, for example that *physiologically*, the Adult Basic Education student may have problems with eyesight, with muscular control (some have not held a pencil, for example) or with other bodily functions which may make it difficult or sometimes impossible for him to perform up to expectation. Illness within the family, care for a neighbor's need, fatigue -- many are the reasons that an Adult Basic Education student may not seem minimal. The tutor must therefore, have infinite patience with the student, must remain unswervingly cheerful, and must at all times be able to offer encouragement in the face of what may seem to be insurmountable odds. The fact that odds have seemed insurmountable in the past is, of course, what has kept the student from demonstrating any measure of success with regard to reading.

i. *Psychologically*, the Adult Basic Education student is an individual who has faced repeated failure. His self-image is generally low, he tends to be insecure, and doubt his ability to succeed. The tutor must be aware of these psychological needs, must compensate for the sense of inadequacy, must provide situations in which the student can and does succeed. Above all, the tutor must realize that a multitude of excuses may be provided, but that if the Adult Basic Education student does not feel happy and successful in the classes he will not come. The urgency of establishing such a condition should take top priority for the tutor or he will have no student!

ii. *Culturally*, the Adult Basic Education student may come from a variety of backgrounds. He will probably, in Indiana for example, come from a poor white or poor black background; he may bring a Latin or native American heritage. The tutor must be aware of and appreciate the differences in these cultures. He must be able to accommodate dialect or language differences, and build on strengths within the cultures which can give valuable direction to instruction. People learn better when their learning stems from the familiar. This is particularly true with Adult Basic Education students.

iii. *Educationally*, the Adult Basic Education tutor must be able to adjust without shock to the fact that another adult can need as much reinforcement as is apparently needed with Adult Basic Education students. As one gentlemen who was starting in an Adult Basic Education class remarked, "This is the third time I've started to take a class to learn to read. Please don't make me go so fast that I will have to drop out again!" The tutor must recognize that the Adult Basic Education student has special format needs in terms of print materials. The print must be very clear, the handwriting at all times legible, and often the type must be larger than ordinary. The layout of printed material needs to take into consideration linguistic principles. Educationally, the strategies, organization, and resources used with adults need to be different from those used with children. Motivation is preeminently important and must be carefully maintained. Reinforcement strategies

must be developed and sensitively monitored. Adult Basic Education students seem to need the attention and encouragement of an individual or small group situation. Resources must be carefully selected to recognize and develop adult interest and needs.

In terms of specifics within this module then, the tutor will be presented background knowledge on the physiological, psychological, cultural, and educational needs of Adult Basic Education students which will help the tutor make sound decisions as to objectives, strategies, organization, and resources appropriate for a given student. The tutor will be given strategies for utilizing this knowledge in managing the development of an Adult Basic Education curriculum for one or more students.

6. Normal production then followed with

   a. scripting
   b. storyboarding
   c. initial opinion for first round of formative evaluation by literacy and media experts
   d. graphic art work, selection of location and talent
   e. videotaping
   f. writing of adjunct material
   g. editing of program

7. Seminars were conducted to view first program, initial version of adjunct material, and to consider the formative evaluation data. In the light of this, decisions were made regarding subsequent programs.

8. Field testing of first program was made during continued productions.

9. Following the completion of the first two programs, modules were available to literacy groups in Indiana for use. Data was collected for the diffusion and adoptive strategy.

10. For each program the steps from (6) above were repeated.

The following objectives were accomplished:

1. developed a tv/film literacy instructor training series for professional and paraprofessional literacy tutors.

2. filmed five prototype video programs with supportive print materials.

3. illustrated four literacy training strategies for teaching reading to adults functioning at the lowest level of educational attainment, plus a program on management techniques.

4. developed and produced and field tested a prototype series for literacy training.

5. been developed as a supportive vehicle and ready for use at the termination of this project.

6. been designed for both preservice and inservice training.

7. developed a workshop series that was designed with a view to being useful for both experience and new literacy trainers.

8. designed this workshop to use experts in literacy and adult basic education students as the principal talent in this series.

9. been developed in the closest cooperation with literacy instructors in the field.

Phase II

During the second phase of this project the prototype TV/Films in revised script and videotape form were finally edited and produced in 16 mm film. The print materials were duplicated as a prototype version for field testing and recommendations were made for the diffusion and utilization of this literacy workshop.

The activities involved in the above included:

1. logged all film and audio footage with frame reference digits from the videotape transfers.

2. refined scripts for inclusion of all graphic and art work.

3. selected all usable and essential film footage and collated in programs.

4. obtained a black and white work print of the selection.

5. filmed necessary transition shots as required.

6. prepared audio tracks for final edit.

7. discussed, briefed film editor prior to and during film editing.

8. presented for film editor detailed scripts with all references that were double-checked.

9. directed film editor during editing and retained full responsibility for editorial decisions.

10. directed audio mix for each program.

11. arranged conforming of original footage to the work print.

12. obtained film prints.

13. made five videocassette copies of the series.

14. arranged with printer for duplication of print materials to accompany the workshops.

15. made recommendations for the dissemination of this literacy workshop series within Indiana and maintained communications with the literacy tutors.

Phase III

The primary focus of Phase III was in the dissemination of LIT-TV materials, and the adoption of these materials by practitioners in the field. The following activities were completed:

1. Over 200 ABE administrators, supervisors, and teachers librarians, literacy groups, and university teachers in adult education were contacted twice by mail with information about LIT-TV and with offers to use these materials in their training programs. The first mailing consisted of a fact sheet about LIT-TV and an invitation to nominate people for the LIT-TV training workshops. The second mailing consisted of the LIT-TV brochure which could be used to order materials from LIT-TV.

2. Over 400 phone calls were made to the field, informing practitioners in adult literacy about LIT-TV, and inviting their participation in workshops. These phone calls

also served to kindle additional interest in basic literacy, and, in some cases, to put interested people in the same area in touch with each other.

3. Thirty-four ABE teachers, administrators, librarians, university personnel, volunteers and mental health workers from throughout the state participated in three training sessions held in Indianapolis. These training sessions were designed to introduce LIT-TV materials, to train individuals in their use, and to encourage the holding of local workshops. Evaluation of these workshops (see previous section) indicated that they were highly successful in meeting these goals.

4. Eight local workshops, using LIT-TV materials, and conducted by individuals trained in the Indianapolis training sessions, were held during September, October and November, 1977. Five other participants in the Indianapolis training workshops received dubbed copies of the LIT-TV videotapes, and plan to use these in on-going training. Several other participants plan to conduct workshops in early 1978. Thus, the strategy of encouraging trained individuals to carry LIT-TV to their own sites was successful.

5. In addition to the five participants who received dubbed copies of the LIT-TV videotapes, 16 administrators and librarians from around the state requested permanent copies of the films/videotapes, plus copies of the manual, for on-going use in training tutors.

6. Efforts are currently being made to ensure that the distribution of LIT-TV materials continue in Indiana. Many requests have also been received for distribution of the LIT-TV materials outside of Indiana. Arrangements are currently being made for handling these requests as well as for making the LIT-TV materials available through sales and rental.

Summary

From January, 1976 through December, 1977, the LIT-TV project (Literacy Instructor Training-TV) was supported by state funding as one of the special 309 projects to "design, produce and disseminate a series of staff development training materials and workshop on Literacy Instruction." This project addressed the problem of training literacy instructors for adults functioning at the lowest levels of educational development. Five TV/film programs were produced, a supporting manual was developed, and three dissemination workshops involving literacy personnel from twenty-two locations were conducted.

Although the original proposal was to produce a television series already recorded on half-inch monochrome videotape, the Department of Public Instruction wished the series to be in color and on 16 mm film, to guarantee optimum visual quality and fit into the D.P.I. delivery system. Thus developed the need for a complete production "from scratch" rather than the editing task originally conceived.

The program began with a detailed needs assessment and target population analysis. From the needs analysis the decision was made to focus on the presentation of basic strategies for teaching adults to read. A determination was made that these strategies could best be communicated in a workshop format. Throughout the project this decision guided development and, as time for dissemination came, determined the format for dissemination.

What seemed in the beginning a mixed blessing, however, turned out to be a much more productive way to proceed, for although months of very hard work on the part of all staff members was needed in order to complete the needs analysis, design, development, and dissemination steps, the decision to produce on television and on 16 mm as well as videotape has been a sound one. Reactions to the materials has been very positive at both the state and national levels.

We would like to highlight several aspects of the project. This topic, namely the training of instructors for adults functioning at the lowest level of educational attainment, was suitable for the use of the instructional development process. We were able to identify and communicate with the total target population and meet many of them on field testing visits. These people are already highly motivated, and were excellent subjects to use for the formative evaluation of our storyboarded programs. On the basis of their

feedback and critical reactions and comments, the programs were modified with considerable improvement.

The method of production used in this series and discussed in detail in the preceding sections, was highly innovative and proved to be cost effective. Four methods of pre-production storyboarding were used to test our programs. Following revision from these field tests plus input from our consultors representing the areas of literacy, ABE literacy trainers, and television, the scripts were filmed in 16 mm color. Extensive evaluation has been conducted throughout the project utilizing personnel from a variety of backgrounds who shared a common interest in Adult Basic Education.

The LIT-TV Program V ("Talking It Over") found an instant response for use in a far wider field than training tutors. A number of ABE coordinators have selected it to show community groups and to brief them about the nature of their students and their adult education profession. This would suggest that a market exists for film production in ABE.

Logically, the next step, following the LIT-TV training program, is to attract adults who need literacy instructors so that the tutors so trained are not frustrated by a lack of students!

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   e. Tabular Results: Needs Assessment Survey

   f. Needs Assessment Results categorized according to RELATE model

A: Support letter from Diane Gregory,
New Reader's in Bloomington

New Readers in Bloomington
1230 Collinswood Dr.
Bloomington, Indiana 47401
November 11, 1975

Division of Adult and Community Education
120 W. Market St.
10th Floor
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Dear Sir:

I am presently the volunteer coordinator of New Readers in Bloomington. We are an individual, free, private adult reading tutoring service. As coordinator, I train volunteer tutors, recruit students from the community and match them with tutors, and plan monthly workshops on varying topics for the tutors.

I run a large training session in the fall, but volunteers call me all during the year. I would find the development of a set of tutor training tapes very helpful, as I could more easily and efficiently run training mini-sessions all through the year. The tutors also could use the tapes in private viewing as a refresher, and/or a source for ideas and methods.

I certainly lend my support to this proposal as I would find the video tapes a most useful training tool.

Sincerely,

Diane Gregory, Coordinator

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Goshen Public Library
601 S. Fifth St.
Goshen, IN 46526

Mrs. Chilson Bishop, Dir.
Crawfordsville Public Lib.
222 S. Washington St.
Crawfordsville, IN 47933

David A. Bucove, Dir.
Anderson Stony Creek Township
Public Library
32 W. Tenth St.
Anderson, IN 46016

Mr. Claude Caddell, Dir.
Frankfort Community Public Libr.
208 W. Clinton St.
Frankfort, IN 46041

Mrs. Grace Chen
Tipton County Public Library
127 E. Madison Ave.
Tipton, IN 46072

Community Service Council of
Metropolitan Indianapolis Libr.
615 N. Alabama St.
Indianapolis, IN 46204

Mr. David Cooper, Dir.
Elwood Public Library
124 N. 16th St.
Elwood, IN 46036

Mrs. Hester Coward, Dir.
Franklin Public Library
Madison at Home Ave.
Franklin, IN 46131

Mrs. Grace Crawford, Libn.
Atlanta-Jackson Township
Public Library
Main at Walnut, Box 68
Atlanta, IN 46031

Don A. Daniels, Dir.
Michigan City Public Library
Eighth & Spring Sts.
Michigan City, IN 46360

Ms. Sandra R. Dee, Dir.
Indiana Dept. of Commerce,
Planning & Res Library
143 W. Market, Harrison Bldg.
Indianapolis, IN 46204

Ms. Mildred Douthitt
Bicknell-Vigo Township Pub. Lib.
119 E. Second St.
Bicknell, IN 47512

Mr. Dray, Director
Bluffton-Wells County Pub. Lib.
223 W. Washington St.
Bluffton, IN 46714

Henry W. Engel, Dir.
LaPorte County Library
904 Indiana Ave.
La Porte, IN 46350

Mrs. Frances Fawcett, Libn.
Jennings County Public Lib.
143 E. Walnut St.
North Vernon, IN 47265

Marcelle K. Foote, Dir.
Indiana State Library
140 N. Senate Ave.
Indianapolis, IN 46204

Roger B. Francis, Dir.
South Bend Public Library
122 W. Wayne St.
South Bend, IN 46601

Mrs. Mary Frautschi, Libn.
Union County Public Library
2 E. Seminary St.
Liberty, IN 47353

Ramona Freelander, Dir.
New Albany-Floyd County
Public Library
180 W. Spring St.
New Albany, IN 47150

Raymond Gnat, Dir.
Indianapolis-Marion County
Public Library
40 E. St. Clair St.
Indianapolis, IN 46204

Jim Godsey, Dir.
Huntington Public Library
20 E. Park Dr.
Huntington, IN 46750

Mrs. Marina Griner, Adm. Lib.
Army Inst. of Adm., Academic
Library
ATSG-TEI-L
Fort Benjamin Harrison, IN 4621(

Phil Hamilton, Dir.
Kokomo Public Library
220 N. Union St.
Kokomo, IN 46901

A: LIBRARIANS, con't.

Mrs. Nadine Hammond, Libn.
Crawford County Public Lib.
111 W. 5th St., Box 158
English, IN 47118

Edward B. Hayward, Dir.
Hammond Public Library
564 State St., Box 889
Hammond, IN 46320

Jackie Headley
Lake County Public Library
1919 W. Lincoln Highway
Merrillville, IN 46410

Edward N. Howard, Dir.
Vigo County Public Library
222 N. Seventh St.
Terre Haute, IN 47807

Edward A. Howard, Dir.
Evansville Public Library
22 SE Fifth St.
Evansville, IN 47708

Sally Hunt
Monroe County Public Library
303 E. Kirkwood Ave.
Bloomington, IN 47401

Leon I. Jones
Muncie Public Library
301 E. Jackson St.
Muncie, IN 47305

Mr. Donald Johnson, Dir.
Madison-Jefferson Public Library
420 W. Main St.
Madison, IN 47250

Marjorie J. Johnson, Dir.
New Castle-Henry County Public Library
298 S. 15th St.
New Castle, IN 47362

Mrs. Thomasin McCormick
Martinsville Public Library
110 S. Jefferson St.
Martinsville, IN 46151

Eula I. Mallery, Libn.
Fort Benjamin Harrison Post Lib.
Bldg. 614
Fort Benjamin Harrison, IN 46216

Mary Merrifield, Libn.
Lagrange County Library
203 W. Spring St.
Lagrange, IN 46761

Director
Mishawaka Public Library
209 Lincoln Way E.
Mishawaka, IN 46544

Mrs. Frances Parker, Libn.
Jasper Public Library
1116 Main St.
Jasper, IN 47546

Mr. Fred Reynolds, Libn.
Public Library of Fort Wayne and Allen County
900 Webster St.
Fort Wayne, IN 46802

Mrs. Kay Richard, Libn.
Benton County Public Library
102 N. Van Buren Ave.
Fowler, IN 47944

Joel Robinson, Director
West Chester Public Library
125 S. Second St.
Chesterton, IN 46304

Ellen M. Sedlack, Libn.
Greencastle-Putnam County Lib.
102 E. Walnut St.,Box 116
Greencastle, IN 46135

Mr. Philip Shih, Dir.
Logansport-Cass County Pub. Lib.
616 E. Broadway
Logansport, IN 46947

Mrs. Linda Shultz, Libn.
Noble County Public Library
109 N. York
Albion, IN 46701

Mrs. Thelma Stears
Carnegie Public Library Dist.
115 N. Main St.
Fortville, IN 46040

Mr. Stephen Suckow, Dir.
Bartholomew County Library
5th and Lafayette Sts.
Columbus, IN 47201

Mrs. Jessie Thomas, Libn.
Washington Township Library
US 36
Avon, In. 46168

Mrs. Lucille Washburn
West Lafayette Public Library
208 W. Columbia St.
West Lafayette, IN 47906

Robert D. Wood, Dir.
East Chicago Public Library
2401 E. Columbus Dr.
East Chicago, IN 46312

Thelma M. Wootton, Libn.
Albert A. Wells Memorial Lib.
638 North St.
Lafayette, IN 47901

Mrs. Sheryl Yoder, Dir.
Jeffersonville Township Public Library
211 E. Court St., Box 548
Jeffersonville, IN 47130

A: MAILINGS: INDIANAPOLIS READING PROGRAMS

Achievement Center of Carmel
622 S. Range Line Road
Carmel, Indiana

Assemblies of God District Office
6065 N. Michigan Road
Indianapolis, Indiana

Associated Migrant Opportunity Services, Inc.
3655 N. Pennsylvania
Indianapolis, Indiana

Catholic Social Services
623 East North
Indianapolis, Indiana

Central Catholic Education Complex
936 Prospect
Indianapolis, Indiana

Church Federation of Great Indianapolis
1100 West 42
Indianapolis, Indiana

Citizens' Multi-Service Center
2101 North College Ave.
Indianapolis, Indiana

Community Service Council of Metropolitan Indianapolis
615 N. Alabama
Indianapolis, Indiana

Ecumenical Institute Urban House
3148 N. Pennsylvania
Indianapolis, Indiana

Enablers Incorporated
3561 N. Pennsylvania
Indianapolis, Indiana

Episcopal Community Services Inc.
1537 Central Avenue
Indianapolis, Indiana

Episcopal Diocesan Headquarters
1100 West 42
Indianapolis, Indiana

Family Life Education Services Inc.
5256 Rosslyn Ave.
Indianapolis, Indiana

Indiana Catholic Conference
442 Illinois Bldg.
Indianapolis, Indiana

Indiana Community Development Assoc., Inc.
17 W. Market Rm. 537
Indianapolis, Indiana

Indiana Congress of Parents & Teachers Inc.
2150 Lafayette Road
Indianapolis, Indiana

Indiana Council of Churches
1100 W. 42
Indianapolis, Indiana

Indiana Learning Center
6314 Monarch Dr.
Indianapolis, Indiana

Indiana Learning Centers
2236 East 62
Indianapolis, Indiana

Indiana Retired Teachers Assn.
406 ISTA Bldg.
Indianapolis, Indiana

Indiana Society for Clinical Social Work
2625 N. Meridian
Suite 243
Indianapolis, Indiana

Indiana State Teacher's Assoc.
150 W. Market - 3rd Floor
Indianapolis, Indiana

Indianapolis Reading Clinic
2401 West 39
Indianapolis, Indiana

Leadership Development for Public Service
AFSC
623 E. North
Indianapolis, Indiana

Marion County Assoc. for Retarded Citizens
2400 N. Tibbs Ave.
Indianapolis, Indiana

NAACP Indianapolis Chapter
3334 North Illinois
Indianapolis, Indiana

Near South East Side Communit Assoc. Inc.
1214 Deloss
Indianapolis, Indiana

New Hope Foundation of Indiana Inc.
8450 N. Payne Road
Indianapolis, Indiana

Northwest Civic Assoc.
3101 Clifton
Indianapolis, Indiana

Pioneer Center
5643 Brendon Way Pkwy.
Indianapolis, Indiana

A: INDIANAPOLIS READING PROGRAMS, con't. AND AAUP

Project Equality of Indiana
445 N. Pennsylvania
Suite 502
Indianapolis, Indiana

Prof. Val Clear
Dept. of Sociology
Anderson College
Anderson, IN 46011

Prof. Gerald Smith
Dept. of Chemistry
Huntington College
Huntington, IN 46750

Southside Education Center
7377 Madison Avenue
Indianapolis, Indiana

Prof. Lawrence Lucas
Dept. of Educational Research
Ball State University
Muncie, IN 47306

Prof. Charlotte Tomlin
Indiana Central University
Indianapolis, IN 46227

State Convention of Baptists
in Indiana
900 N. High School Road
Indianapolis, Indiana

Prof. Edward Shaunessy
Butler University
Indianapolis, IN 46208

Prof. William Shrader
Indiana Institute of Technol
Fort Wayne, IN 46803

Strauss Learning Center
6214 Morenci Tr.
Suite 130
Indianapolis, Indiana

Prof. Harold Hass
Dept. of Psychology
Concordia Senior College
Fort Wayne, IN 46817

Prof. Elmer Ciancone
Indiana State University
Terre Haute, IN 47809

Urban League of Indianapolis
445 N. Pennsylvania
Indianapolis, Indiana

Prof. William Cavanaugh
DePauw University
Greencastle, IN 46135

Prof. Edward Sharman
School of Law
Indiana University/Bloomingto
Bloomington, IN 47401

YMCA
222 East Ohio
Indianapolis, Indiana

Prof. William K. Stephenson
Dept. of Biology
Earlham College
Richmond, IN 47374

Prof. Jerry Cox
Dept. of Sociology
Indiana University/East
Richmond, IN 47374

YWCA
2nd and Vine
Evansville, IN 47708

Prof. Jerry Randall
University of Evansville
Evansville, IN 46805

Prof. William Starmeather
Indiana University/South Ben
South Bend, IN 46615

Prof. Jacquilyn Loomis
Fort Wayne Bible College
Fort Wayne, IN 46805

Prof. Keith Lorentzen
Indiana University/Northwest
Gary, IN 46408

Prof. James Curry
Franklin College
Franklin, IN 46131

Prof. George Bullion
Indiana University - Purdue
University/ Fort Wayne
Fort Wayne, IN 46805

Prof. Darryl Steinert
Hanover College
Hanover, IN 47243

Prof. Carol Nathan
IUPUI
925 W. Michigan St.
Indianapolis, IN 46202

A:MAILINGS: AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

Prof. Burchard Davidson
Indiana University/Kokomo
Kokomo, IN 46001

Dr. Fay Greckel
Indiana University/Southeast
New Albany, IN 47150

Prof. Lois Alhauser
Indiana Vocational
Technical College
Indianapolis, IN

Prof. Dennis Sampson
Manchester College
Manchester, IN 46962

Prof. Dennis Kelly
Dept. of Philosophy
Marion College
Indianapolis, IN 46222

Prof. Raymon Elliot
Dept. of Chemistry
Marion College
Marion, IN 46952

Prof. James Robinson
University of Notre Dame
Notre Dame, IN 46556

Prof. Margaret F. Harper
Dept. of English
Oakland City College
Oakland City, IN 47560

Prof. Dorothy Mennen
Dept. of Creative Arts
Purdue University/Lafayette
West Lafayette, IN 47907

Prof. Catherine Murphy
Dept. of Mathematics
Purdue/Calumet Campus
Hammond, IN 46323

Prof. Howard Murdock
Purdue University/Westville
Westville, IN 46391

Prof. Robert Hawthorne
Purdue University/North Central
Jct. Ind. Toll Road & US 421
Westville, IN 46391

Prof. Charles C. Rogers
Dept. of Electrical Engineering
Rose-Hulman Institute of Tech.
Terre Haute, IN 47803

Prof. Joy Meinbaugh
St. Francis College
Fort Wayne, IN 46808

Prof. James Buck
St. Josephs College
Rensselaer, IN 49798

Prof. Daniel Cawronski
Dept. of Social Services
St. Josephs College/Calumet
4721 Indianapolis Blvd.
East Chicago, IN 46312

Prof. Patrick Harkins
Dept. of English
St. Mary-of-the-Woods College
St. Mary of the Woods, IN 46808

Prof. Peter Smith
St. Mary's College
Notre Dame, IN 46556

Prof. Wayne Lewis
Dept. of Sociology
St. Meinrad Seminary
St. Meinrad, IN 47577

Prof. Stanley Burden
Dept. of Chemistry
Taylor University
Upland, IN 46989

Prof. Mary Carney
Tri-State University
Angola, IN 46703

Prof. William Leoschke
Dept. of Chemisty
Valparaiso University
Valparaiso, IN 46383

Prof. Franklin Schroeder
Dept. of Sociology
Vincennes University
Vincennes, IN 47591

Prof. Eldon Parks
Dept. of Psychology
Wabash College
Crawfordsville, IN 47933

A: MAILINGS: OTHER LITERACY GROUPS/VOLUNTEERS

Mrs. Gene Anderson
Regional Reading Aid
218 State Street
Newburgh, IN 47630

Mr. Raymond Benson,Dir.
Rehabilitation Therapy
Dept.of Mental Health
1315 West 10th St.
Indianapolis, IN 46202

Carolyn Beach
220 Laramie Lane
Kokomo, IN 46901

Mr. Larry Blubaum
Supervisor, Teacher/English
Adult Basic Education
Mt. Vernon High School
Mt. Vernon, IN 47620

Sister Jane Bodine
Director
USCO Adult Education Prog.
931 Woodlawn Ave
Indianapolis, IN 46203

Mrs. D. Russell Boatrager
Elkhart Literacy Council
26524 North Drive
Elkhart, IN 46514

Louise Brannon, Dir.
Indianapolis Reading Clinic
2401 W. 39th St.
Indianapolis, IN 46208

Mr. Jim Brighton, Coord.
Adult Education
Martinsville High School
Martinsville, IN 46151

Vera Brown
Language Arts Consultant
Columbus, IN

Mrs. Elizabeth Callahan
217 E. Vine St.
Montpelier, IN 47359

Julia Carter
3413 Covey Lane
Kokomo, IN 46901

Susan Clark
Coordinator,Neighborhood
Initiation Centers
Muncie Schools,2500 N. Elgin
Muncie, IN 47305

Sondra Cox
Box 185, Rt. 2
Michigan City, IN 46360

Justine Crume
R.R. #1
Camden, IN 46917

Mr. Gene Denisar, Ass't Supt.
Greenfield-Central School Corp.
1 East South Street
Greenfield, IN 46140

Tom Dunbar
Four County Voc. Coop. ABE
Rome City Elementary School
Rome City, IN 46784

Aileen Dunfee
Coordinator, Adult Literacy
Hammond Public Library
566 State St.
Hammond, IN 46320

Tony Dorst
Anderson Bank Building
Anderson, IN 46016

David Foote, Dean
Pioneer Center
5643 Brendan Way Pkwy #C
Indianapolis, IN 46226

Mr. Larry Foster
Supervisor, Continuing Ed
Vocational Building
223 East Superior St.
Kokomo, IN 46901

Vickie Gerdon, Coordinator
Adult Basic Ed
Vincennes University/Jasper
Jasper, IN 47546

Nelle Godio
5402 Meadowood Drive
Speedway, IN 46224

Mr. Don Goerlitz,Principal
Mt. Vernon High School
700 Harriet St.
Mt. Vernon, IN 47620

Hazel Greenwood
Adult Education Consultant
Dept. of Public Inst.
635 S. Main St.
South Bend, IN 46601

Ms. Naomi Greer
1757 W. 8th
Marion, IN 46952

Ruth Griffin
Chairman of Education Comm.
NAACP (Local Branch)
3128 E. Fall Crrek Pky.N.Dri
Indianapolis, IN 46205

Mr. Don Grostefon, Dir.
El-Tip-Wa
Logansport Community Schs.
Box 626,721 N. 6th St.
Logansport, IN 46947

Mr. Barney Halaschack
Dir.,School & Community
Relations
Columbus Schools
Columbus, IN 47201

Mr. Jeffrey Heier
Ass't. Vocational Director
Four County Area Voc. Coop.
701 East Houston
Garrett, IN 46738

James Hensley
ABE Coordinator
Marion Community Schools
3340 S. Lincoln Blvd.
Marion, IN 46952

A: OTHER LITERACY, ABE GROUPS/VOLUNTEERS, con't.

Mrs. Geraldine Huggett
Chairman,Coor. of Tutors
Literacy Council/St. Joseph Cty
233 East Chippewa Ave.
South Bend, IN 46614

David Hughes,Coordinator
Community Living/ Marion Assoc
for Retarded Citizens
2400 N. Tibbs
Indianapolis, IN 46222

Rosemary Jones, Coordinator
Adult Learning Lab
Anderson Comm. Schools,AAVTS
315 W. 38th
Anderson, IN 46014

Rollin E. Jump,Director
Day Adult High School
360 West 13th St.
Indianapolis, IN 46202

Rex Kerr
Project Director
Adult Education Project
1218 S. Reisner
Indianapolis, IN 46221

Barbara Kirkpatrick
415 Wooster Rd.
Winona Lake, IN 46590

Mr. Duane Knauber,Sch. Admin.
Dr. Norman Beatty Memorial Hosp.
Box 473
Westville, IN 46391

Ms. Grace Kwojek,Superintendent
Indiana Women's Prison
401 N. Randolph St.
Indianapolis, IN 46201

Roseann Lambert
SIEDC
Main St.
Aurora, IN 47001

Diana LaViolette
ABE Instructor
Indiana Women's Prison
401 N. Randolph
Indianapolis, IN 46201

Mr. Jim McClish, Director
Developmental Industries
190 W. Mitchell
Martinsville, IN 46151

Mr. James McKinley
Lake Ridge Adult Ed. Center
6111 West Ridge Rd.
Gary, IN 46408

JoDell Main
Southeastern In. Vocational Sch
Box 156
Versailles, In. 47042

Marian Marasco
Voluntary Action Center
Lake Area United Way
221 W. Ridge Rd.
Griffith, IN 46319

Sarah Melton, Ed. Specialist
Associated Migrant Opportunity
Service
403 W. Walnut
Frankfort, IN 46041

Helen Mitchell
Knox County Literacy Council
424 Scott St.
Vincennes, IN 47591

Sue Ann Neff
5161 W. 600 N
Marion, IN 46952

Linda O' Brien
R.R. #1, Box 332A
Chesterton, IN 46304

Mrs. Edward Obermeyer
1416 N. Faith Rd.
Kokomo, IN 46901

Alice Olson
1304 Redwing Rd.
Valparaiso, IN 46383

Jean Bierly Olson
3209 E. 10th St
Bloomington, IN 47401

Mrs. Carole Podwell
Supervising Teacher, ABE
Wallace School
2326 W. Jefferson Rd.
Kokomo, IN 46901

Putnam County Health Services
Center
Maple Ave.
Greencastle, IN 46135

Barbara Resneck
1229 Jeffias Ave.
Marion, IN 46592

Sarah Schwartzel
708 W. 3rd
Bloomington, IN 47401

Mr. Robert Shelby
Southeastern IN Voc. Sch.
Box 156 U.S. 50
Versailles, IN 47042

Mrs. Margaret Smalley, Coor.
Greater Indianapolis Literacy
League
1505 N. Delaware St.
Indianapolis, IN 46202

A: OTHER LITERACY, ABE GROUPS/VOLUNTEERS; STATE DEPARTMENT, ABE

Mr. Leonard Smith,Ass't Super.
Lafayette School Corp.
Tippecanoe Jr. High Sch.
609 N. 9th St.
Lafayette, IN

Mr. Walter Smith,Admin. Asst.
Noblesville Schools
161 Lakeview Drive
Noblesville, IN 46060

Margaret Snyder
1309 Badley Dr.
Kokomo, IN 46901

Jerry Stacy
Latin American Family Ed. Prog
640 Jefferson St.
Gary, IN 46402

Ms. Elaine Stephens
ABE,Noblesville Schools
161 Lakeview
Noblesville, IN 46060

Linda Terry
340 E. Market
Huntington, IN

Mr. Kenneth Thayer, Ass't Supt.
Tippecanoe School Corporation
21 Elston Rd.
Lafayette, IN 47905

Louise Tomasko
Lake Ridge Adult Ed
6111 West Ridge Road
Gary, IN 46408

JoAnn Vorst
605 N. 6th St.
Lafayette, IN 47905

David Weaver
ABE Supervisor
Indiana Youth Center
P.O. Box 127
Plainfield, IN 46168

Mr. Jewitt White, Supervisor
Adult & Continuing Ed.
School City of Gary
1800 E. 35th St.
Gary, IN 46402

Mrs. Twilla Wilcox
New Readers of Madison Co.
1203 Maple
Anderson, IN 46013

Mr. Fredrick Young
Blue River Voc. Tech. Center
789 St. Joseph St.
Shelbyville, IN 47176

Tim Wells
Division of Adult Ed.
120 West Market St.
16th Floor
Indianapolis, IN 46204

Mary G. Williams
Division of Adult Ed.
120 West Market St.
16th Floor
Indianapolis, IN 46204

Linda Zeiler
Division of Adult Ed.
120 West Market St.
16th Floor
Indianapolis, IN 46204

Linda Zeiler
5123 N. Meridian St.
Indianapolis, IN 46208

INDIANA UNIVERSITY
Institute for Child Study
BY PASS 46
BLOOMINGTON, INDIANA 47401

ORALS—OFFICE FOR READING AND LANGUAGE STUDIES

TEL. NO. 812—337-1732
812—337-1733

LIT-TV
812-337-9160

TO PRIVATE AND STATE ORGANIZATIONS AND LIBRARIANS

Literacy Instructor Training TV (LIT-TV) is a project recently funded by the Department of Public Instruction, Division of Adult Education, State of Indiana, to develop five video workshops to train teachers and paraprofessional tutors for teaching reading to adults functioning at the lowest level of educational attainment. Dr. Anabel Newman, Director of the Reading Practicum Center, and Michael S. Parer, Television Producer and Instructional Developer, both of Indiana University, are Co-Directors of the project.

Recognizing your interest in reading at all levels, we are writing to inform you of this project and let you know that we plan to keep you posted on the project's progress. Further, we hope that you can assist us to identify and clarify the important areas of need in the vital matter of training tutors for adult functional illiterates.

We are enclosing a form that asks you to suggest the name of someone in your county who is an administrator or tutor of an adult literacy program. Such a person, we hope, can assist us in identifying individuals who make up the target population of this project.

Continued . . . .

Your cooperation will be most appreciated. If you should wish any aspects of this letter or questionnaire clarified, please do not hesitate to contact us. We ask that you return the form in the envelope enclosed by March 8, 1976.

Thanking you in advance, I am

Sincerely,

Marjorie Cambre

Marjorie Cambre
Research and Evaluation, LIT-TV

MC:ll

Enclosures

INDIANA UNIVERSITY
Institute for Child Study
BY PASS 46
BLOOMINGTON INDIANA 47401

ORALS—Office for Reading and Language Studies

TEL. NO. 812—337-1732
812—337-1733

LIT-TV
812-337-9160

TO ABE DIRECTORS/TRAINERS...

Literacy Instructor training TV (LIT-TV) is a project recently funded by the Department of Public Instruction, Division of Adult Education, State of Indiana, to develop five video workshops to train teachers and paraprofessional tutors for teaching reading to adults functioning at the lowest level of educational attainment. Dr. Anabel Newman, Director of the Reading Practicum Center, and Michael S. Parer, Television Producer and Instructional Developer, both of Indiana University, are Co-Directors of the project.

You have been recommended to us by the Department of Public Instruction because of your interest and efforts in the area of adult basic education. We write to inform you of this project and let you know that we plan to keep you posted on the project's progress. Further, we hope that you can assist us to identify and clarify the important areas of need in the vital matter of training tutors for adult functional illiterates.

We are enclosing two forms. Form A simply asks that you suggest the name of an administrator or ABE teacher or literacy tutor within the adult reading program division of your organization. Such a person, we hope, can assist us in identifying individuals who make up the target population of this project.

If you are that person directly involved with the teachers and tutors, we ask you to fill out Form B supplying us with further information about your program for our target population analysis. If you return Form A recommending a contact person, we will send

Continued . . . .

Form B to that person to elicit the needed information. If it is convenient for you, you could save us that step by passing Form B directly on to the appropriate person.

I am sure you understand the importance of gathering this kind of information in the early stages of our project to ensure that we are planning and developing a product that answers the real needs of ABE teachers and paraprofessional literacy tutors.

Your cooperation will be most appreciated. If you should wish any aspects of this letter or questionnaire clarified, please do not hesitate to contact us. We ask that you return the appropriate form in the envelope enclosed by March 8, 1976.

Thanking you in advance, I am

Sincerely,

Marjorie Cambre

Marjorie Cambre
Research and Evaluation, LIT-TV

MC;ll

Enclosures

Form A

Please recommend an adult literacy administrator and/or teacher and/or tutor who can serve as a contact for further information.

NAME _____

TITLE _____

NAME OF ORGANIZATION _____

ADDRESS _____
Street

_____
City State Zip

TELEPHONE NO. _____
Area Code Number

A: Mailings for Target Population

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INDIANA UNIVERSITY
Institute for Child Study
BY PASS 46
BLOOMINGTON INDIANA 47401

ORALS—OFFICE FOR READING AND LANGUAGE STUDIES

TEL. NO. 812—337-1732
812—337-1733

LIT-TV
March 15, 1976

TO FORM A REFERRALS

Literacy Instructor Training TV (LIT-TV) is a project recently funded by the Department of Public Instruction, Division of Adult Education, State of Indiana, to develop five video workshops to train teachers and paraprofessional tutors for teaching reading to adults functioning at the lowest level of educational attainment. Dr. Anabel Newman, Director of the Reading Practicum Center, and Michael S. Parer, Television Producer and Instructional Developer, both of Indiana University, are Co-Directors of the project.

You have been recommended as a contact person who could assist us in developing a target population analysis for the literacy workshops. Further, we hope that you can help us to identify and clarify the important areas of need in the vital matter of training tutors for adult functional illiterates in Indiana.

We are enclosing a form asking for information about your program. Your cooperation will be most appreciated. If you should wish any aspects of this letter or questionnaire clarified, please do not hesitate to contact me at (812) 337-5847. We ask that you return the form in the envelope enclosed by March 31st.

Thanking you in advance, I am

Sincerely,

Marjorie Cambre

Marjorie Cambre
Research and Evaluation, LIT-TV

MC:11

Enclosures

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Form B

1. Your Name_____

2. Title_____

3. Name of Organization_____

4. Address_____
Street

_____
City State Zip

5. Telephone No._____
Area Code Number

6. Present number of reading teachers/tutors in your organization.

_____

7. Of this number, approximately how many: Please indicate the number in each group who are:

a) are or have been teachers by profession? ____ Paid__Volunteer_____

b) have no teacher-training other than that provided by your group? ____ Paid__Volunteer_____

c) have no teacher-training at all. ____ Paid__Volunteer_____

8. Please estimate the number of adults in your area who need an ABE literacy course._____

9. Please estimate the number of ABE teachers and people prepared to undertake a literacy training program and become ABE literacy teachers or paraprofessional tutors to meet the needs of those adults referred to in 8._____

10. Do you have or plan to have in the near future a regular training program for new tutors? Yes_____ No_____

11. What is your usual format for tutor-training?

_____Intensive workshops

_____Weekly group meetings for a prescribed period of time

_____Individual one-to-one training

_____Other (please describe)_____

12. In your tutor training program do you ever use?

_____16mm film _____audio tapes

_____slide-tape presentations _____video tapes

13. In future tutor training sessions would you consider using

_____16mm films _____video tapes (1/2" reel-to-reel)

_____video tapes (3/4" cassettes) _____cable television

14. Where do you conduct tutor training and/or inservice meetings?

Name of facility_____

Type of facility_____
(e.g., classroom, home, auditorium, meeting room, etc.)

15. What type of equipment is available for your use?

_____16mm film projector

_____audio tape recorder (reel-to-reel)

_____audio tape recorder (cassette)

_____1/2-inch video tape player (reel-to-reel)

_____3/4-inch video cassette playback

_____cable television

16. Is there anyone else in your community currently involved or planning to become involved in a literacy program whose name you think we should have?_____

17. We would be most appreciative if you would please attach a mailing list of your teachers and tutors in your reading program if you have one available. The purpose of this would be to send them a questionnaire in the near future to make doubly sure that our project will meet the actual needs in the field.

18. Please add any comments, suggestions, or questions you might have about our project at this time.

TABLE 1

JOB DESCRIPTIONS

Respondents were asked to identify themselves by title, and were coded into three categories.

CATEGORIES	NO. OF RESPONDENTS	
Administrators	30	N=41
Administrators/Teachers	4	
Teacher Only	7	

TABLE 2

GEOGRAPHIC REPRESENTATION

The State of Indiana was divided into 10 Regions (see counties-by-region list on the following page)

REGION	NO. OF RESPONDENTS	RELATIVE FREQUENCY
0 (Lake County)	2	4.9
1 (North West)	5	12.2
2 (North East)	5	12.2
3 (West-Central)	1	2.4
4 (North-Central)	7	17.1
5 (East-Central)	2	4.9
6 (Southwest)	5	12.2
7 (South-Central)	4	9.8
8 (Southeast)	2	4.9
9 (Marion County)	8	19.5

N=41

TABLE 3

NUMBER OF TUTORS

N=41

Present number of tutors in your organization

Actual Number Reported	Frequency
1	3
2	4
3	3
4	5
5	3
6	3
7	2
9	2
10	2
11	1
12	1
15	1
16	1
20	1
22	1
24	2
25	1
26	1
27	1
42	1
55	1
62	1

Mean = 12.34 Std. Error = 2.20

Mode = 4 Std. Dev. = 14.16

Range = 61 (1-62)

Sum = 506

TABLE 4

Number of tutors who are teachers by profession

Actual Number Reported	Frequency
0	1
1	8
2	5
3	2
4	9
5	1
6	3
7	2
9	1
10	1
11	1
12	1
13	1
18	1
25	2
26	1

Total = 291

* Questions represented in Tables 4, 5, and 6 were misinterpreted by a sufficient number of respondents to make these figures inconclusive.

TABLE 5

TUTORS WITH LIMITED TRAINING

N=41

Number of tutors who have not teacher-training other than that provided by your group

Actual Number Reported	Frequency
0	13
1	8
2	7
3	2
6	2
10	3
14	1
17	1
20	1
21	1
30	1
38	1

Total = 210

TABLE 6

TUTORS WITH NO TRAINING

N=41

How many tutors in your organization have no teacher training at all?

Actual Number Reported	Frequency	
0	37	
1	2	total = 22
10	2	

TABLE 7

N=41

ESTIMATED NUMBER OF ILLITERATES

Please estimate the number of adults in your area* who need an ABE Reading course.

Estimate	Frequency
0	9
1 - 49	2
50 - 99	1
100 - 399	7
400 - 599	2
600 - 799	3
800 - 999	1
1000 - 2999	5
3000 - 4999	3
Over 5000	8

* The word "area" was undefined in the questionnaire, leaving these data open to question.

TABLE 8

ESTIMATED NUMBER OF FUTURE TUTORS NEEDING TRAINING

N=41

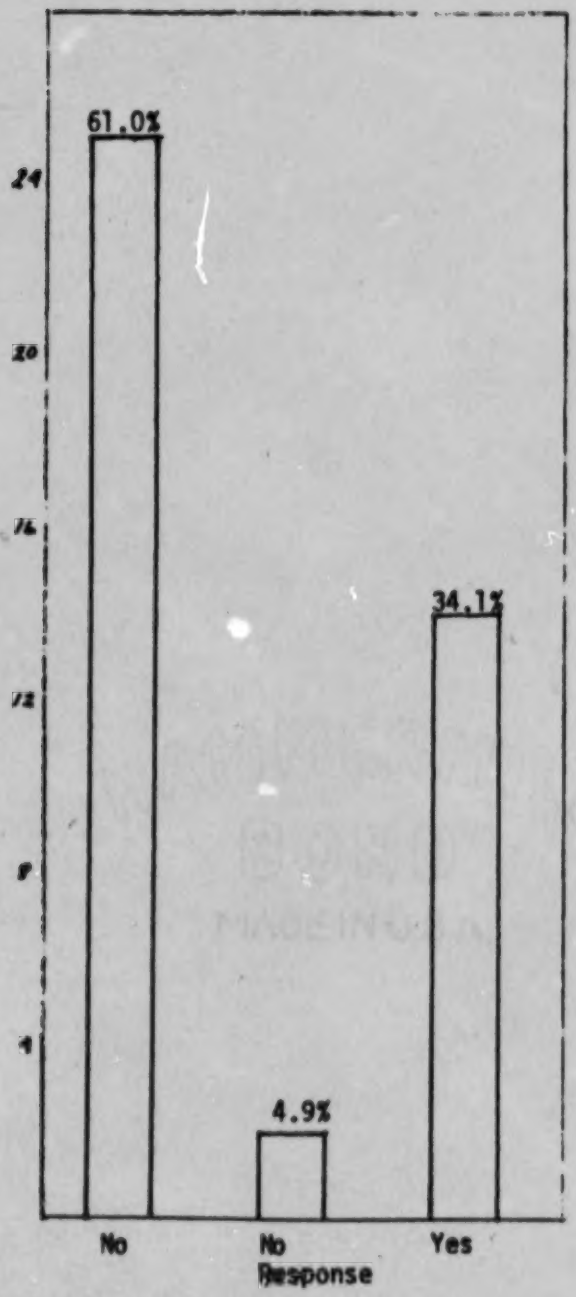
Please estimate the number of people in your area prepared to undertake a literacy training program.

Estimate	Frequency
0	15
1-9	16
10-19	4
20-29	2
30-39	0
40-49	0
50-59	1
other	3

A: Tabled Results of Target Population

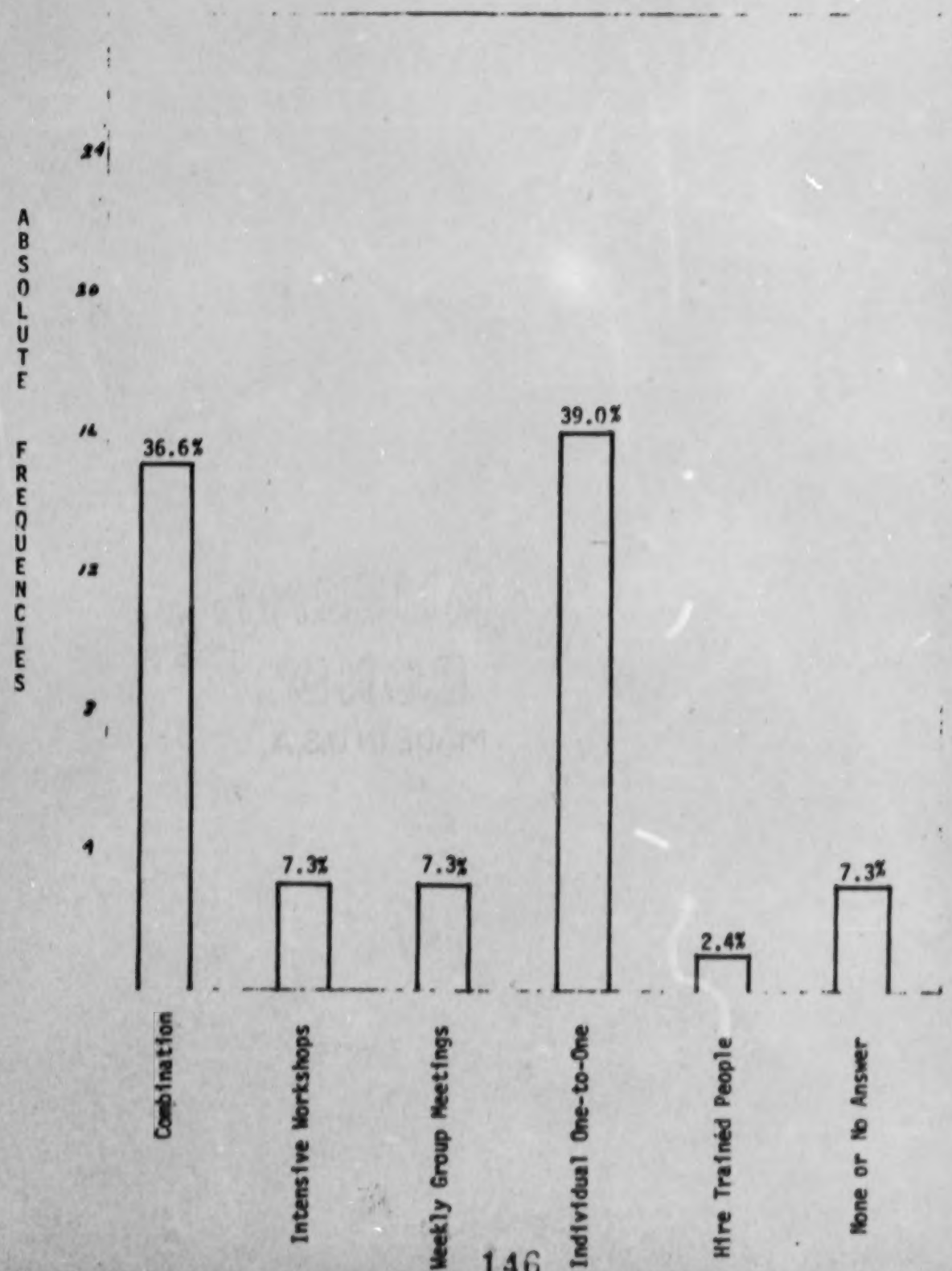
Table 9: Do you have, or plan to have in the near future, a training program for new tutors? N=41

135



A: Tabled Results of Target Population

Table 10: What is your usual format for tutor-training? N=41



LIT-TV FORM C

NEEDS ASSESSMENT SURVEY

1. NAME_____

ADDRESS_____
street city

_____
state county zip

_____
telephone (area code) #

2. AGE GROUP

_____under 20 _____50-59

_____20-29 _____60-69

_____30-39 _____70-79

_____40-49 _____80 or over

3. SEX

_____Female _____Male

4. EDUCATIONAL BACKGROUND

_____high school graduate _____Master's degree

_____some college _____Doctorate

_____Bachelor's degree _____other (please specify)

_____

5. Are or were you a teacher by profession (outside of literacy tutoring)?

_____yes _____no

6. If you are or were a teacher by profession, how many years of teaching experience have you had?

_____less than 1 year _____15-19 years

_____1-4 years _____20-24 years

_____5-9 years _____25-29-years

_____10-14 years _____30 years or over

7. How much experience have you had tutoring adult non-readers?

_____no experience
_____less than 1 year
_____1-4 years
_____5-9 years
_____10-14 years
_____15-19 years
_____20-29 years
_____30 years or more

8. Approximately how many adults have you tutored in reading? _____

9. Briefly describe the type of training you had to prepare you to tutor adult non-readers.

10. How would you rate your training for literacy tutoring?

_____excellent
_____very good
_____good
_____average
_____poor

11. Many large groups (e.g. Ford, Lilly, Medical professions) are using video tapes to train their personnel. How do you feel about the idea of using video tapes (TV) for training literacy tutors?

_____excellent
_____very good
_____good
_____average
_____poor

12. List the three most valuable (useful) content information areas you learned in your training experience.

_____

_____

_____

13. List five things you wish you had known (but didn't) before you began tutoring adult non-readers.

_____

_____

_____

_____

_____

14. List three mistakes you feel that you made as a new tutor.

_____

_____

_____

15. List the three most successful techniques that you use now in tutoring.

_____

_____

_____

16. What do you see as your three most pressing problems in tutoring?

_____

_____

_____

THE NEXT FOUR QUESTIONS REQUIRE A BIT OF ROLE PLAYING ON YOUR PART.

17. If you were responsible for a training program for literacy tutors, what three content areas would you consider most essential to teach your tutors. (Please list in order of importance).

1._____

2._____

3._____

18. If you were responsible for setting up a training program for literacy tutors, what three things would you do the same as they were done in your own training period?

_____

_____

_____

19. What three things would you do differently from your own training program?

_____

_____

_____

20. What style of training would you set up to train your new tutors?

_____weekly group sessions for a prescribed period of time

_____intensive workshop

_____one-to-one instruction

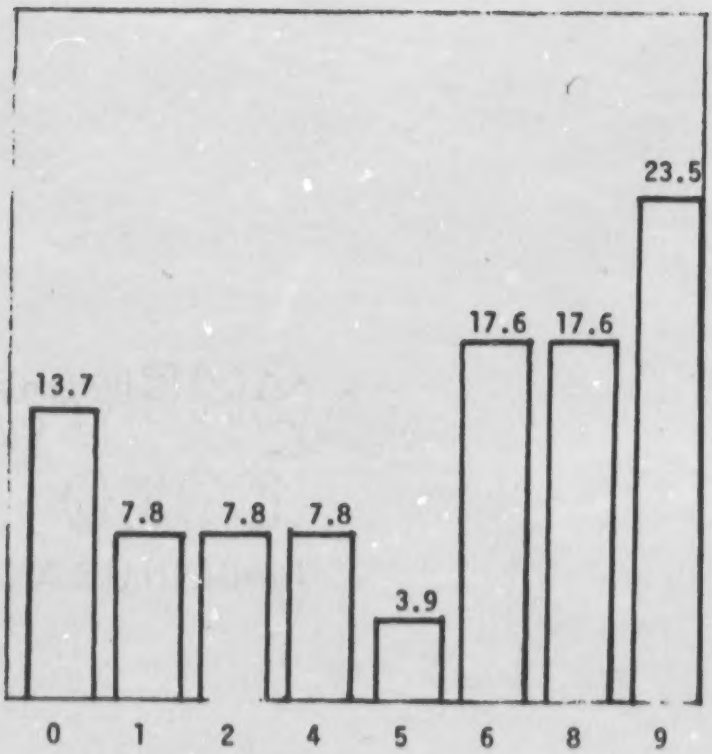
_____other (please describe)_____

21. Could you supply us with the names and addresses of people you know who would be interested in beginning a training program to become a literacy tutor? Such people would be of great help to us in evaluating the effectiveness of our programs during the production stages.

Thank you very much for your cooperation.

A: Tabled Results-Needs Assessment Survey

Category 1: Region

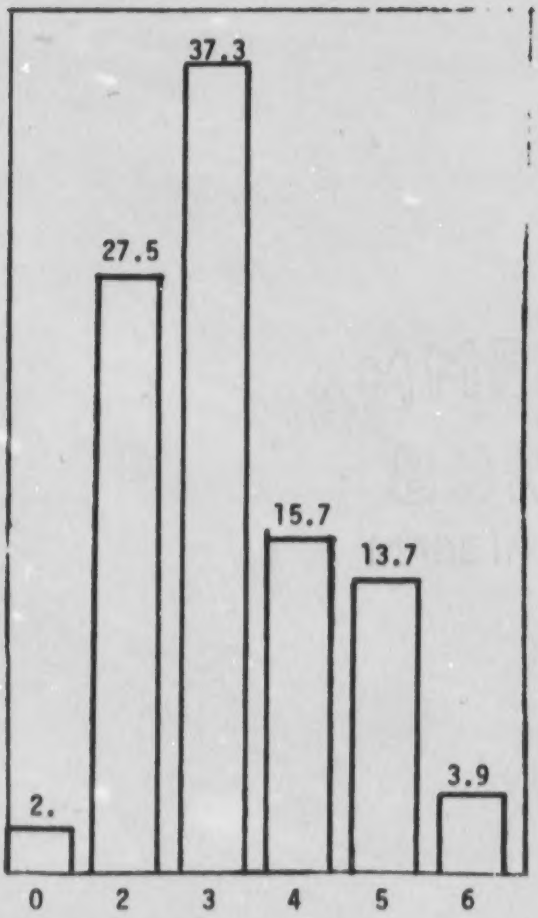


N = 51

0 - Gary
1 - Northwest
2 - Northeast
4 - North-Central
5 - East -Central
6 - Southwest
8 - Southeast
9 - Indianapolis

A: Tabled Results-Needs Assessment Survey

Category 2: Age Group



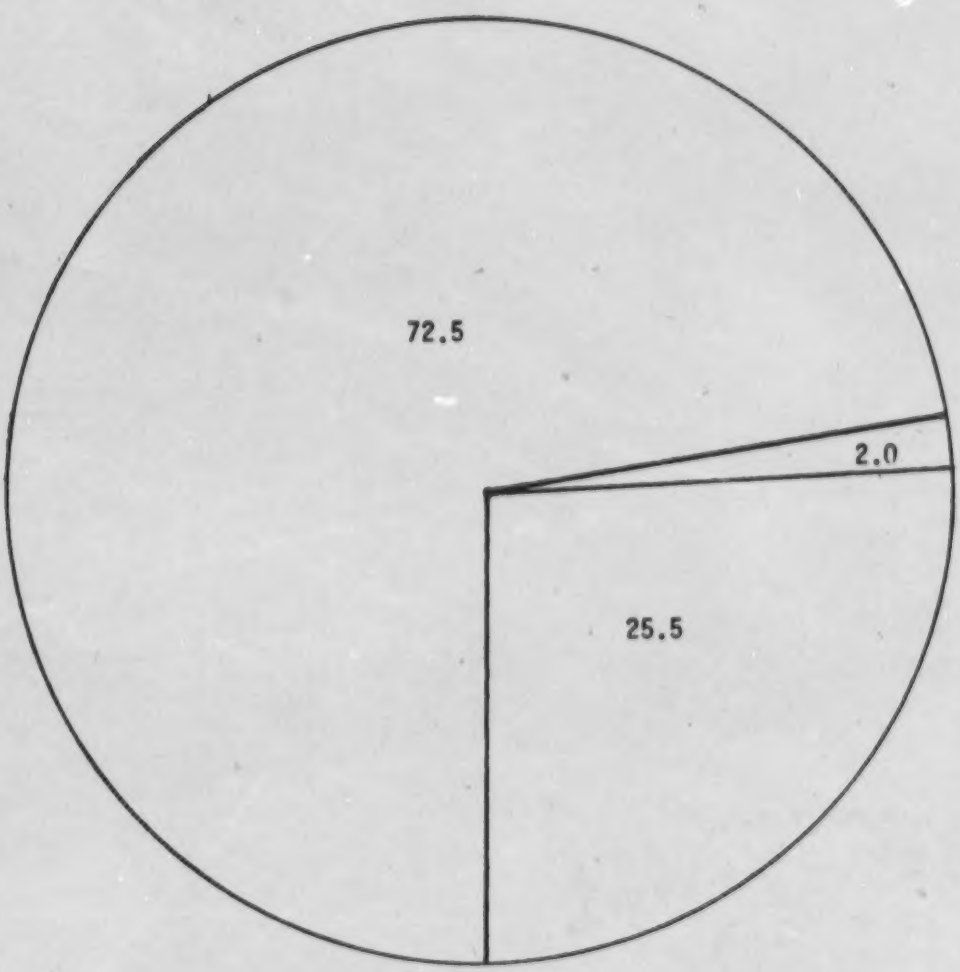
N=51

0 - No Answer
2 - 20-29
3 - 30-39
4 - 40-49
5 - 50-59
6 - 60-69

A: Tabled Results-Needs Assessment Survey

Category 3: Sex

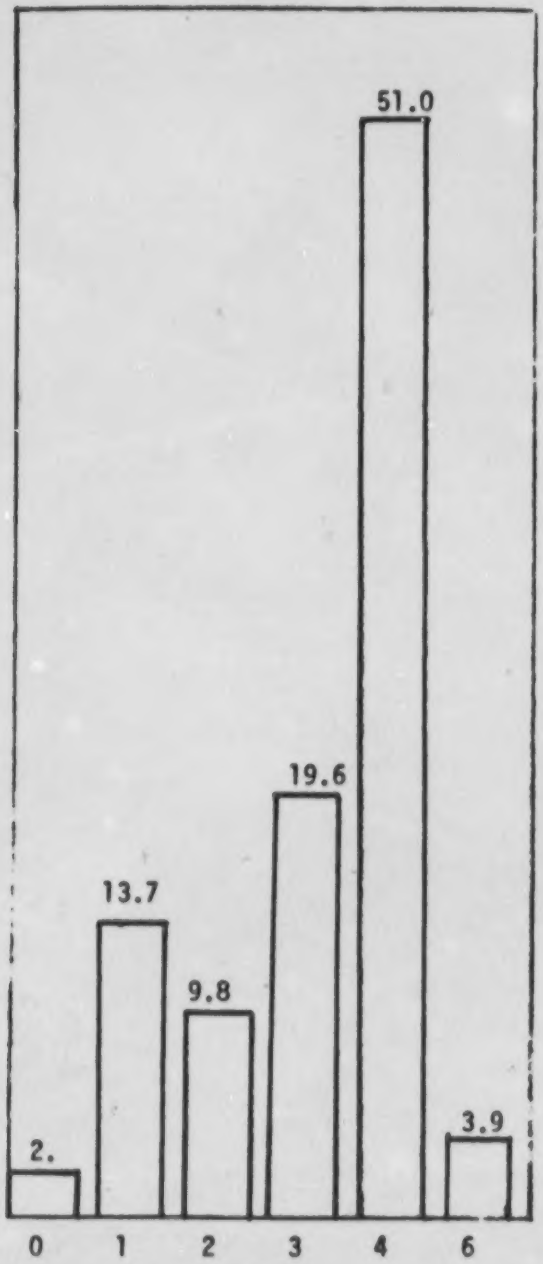
N=51



72.5 - female
25.5 - male
2.0 - no answer

A: Tabled Results-Needs Assessment Survey

Category 4: Educational Background



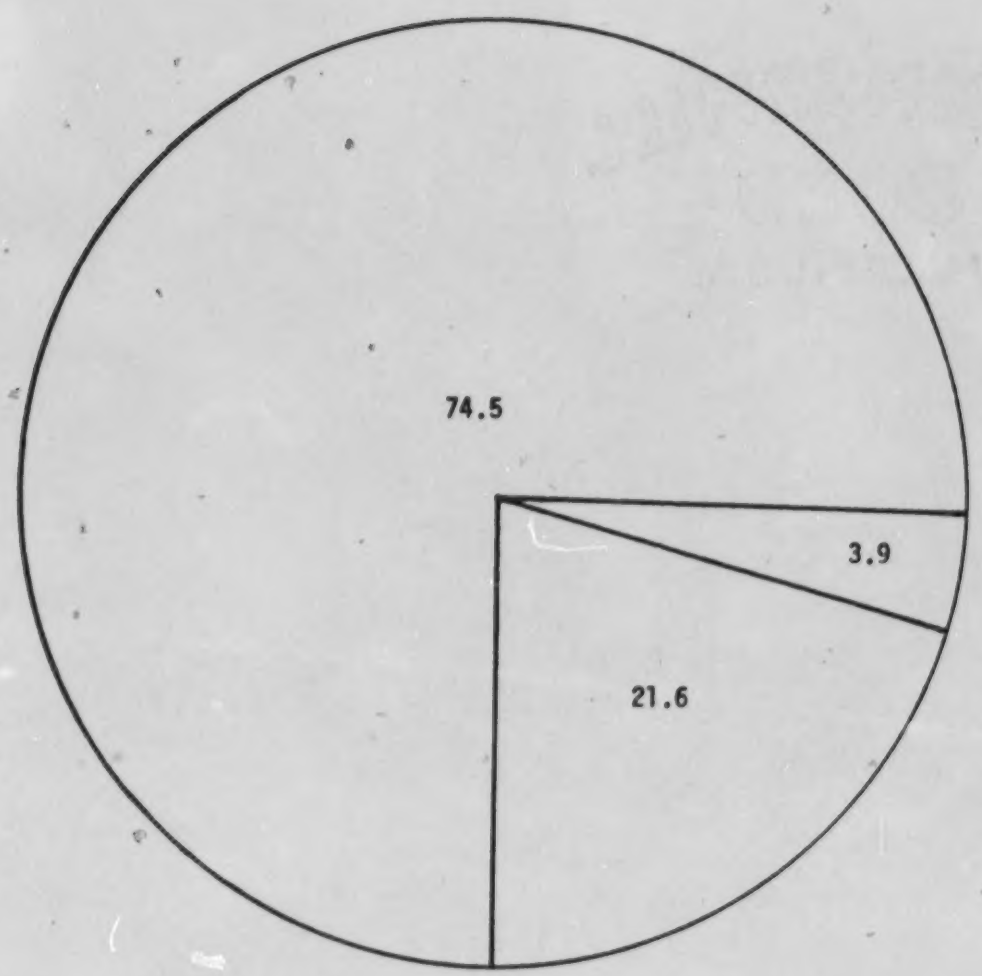
N=51

0 - No Answer
1 - High School Graduate
2 - Some College
3 - Bachelor's Degree
4 - Master's Degree
5 - Other

A: Tabled Results-Needs Assessment Survey

Category 5: Teacher by profession

N=51

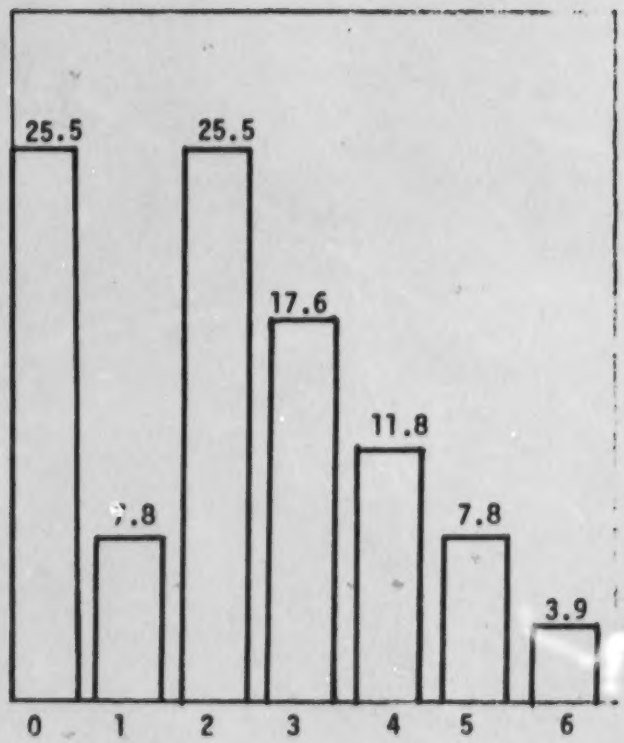


74.5 - yes
21.6 - no
3.9 - no answer

A: Tabled Results-Needs Assessment Survey

Category 6: Years Teaching

N=51

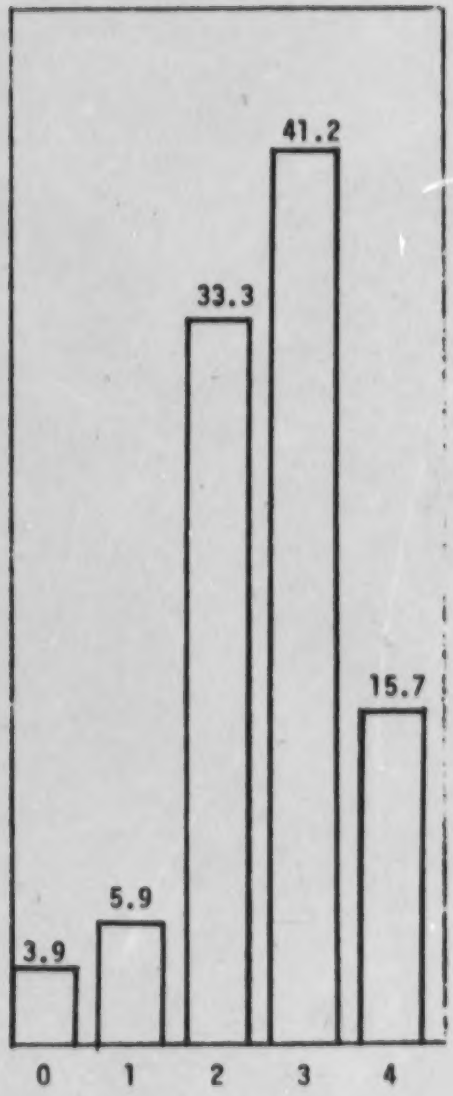


0 - No Answer
1 - Less than 1 year
2 - 1 - 4 years
3 - 5 - 9 years
4 - 10 - 14 years
5 - 15 - 19 years
6 - 20 - 24 years

A: Tabled Results-Needs Assessment Survey

Category 7: Years Tutoring

N=51

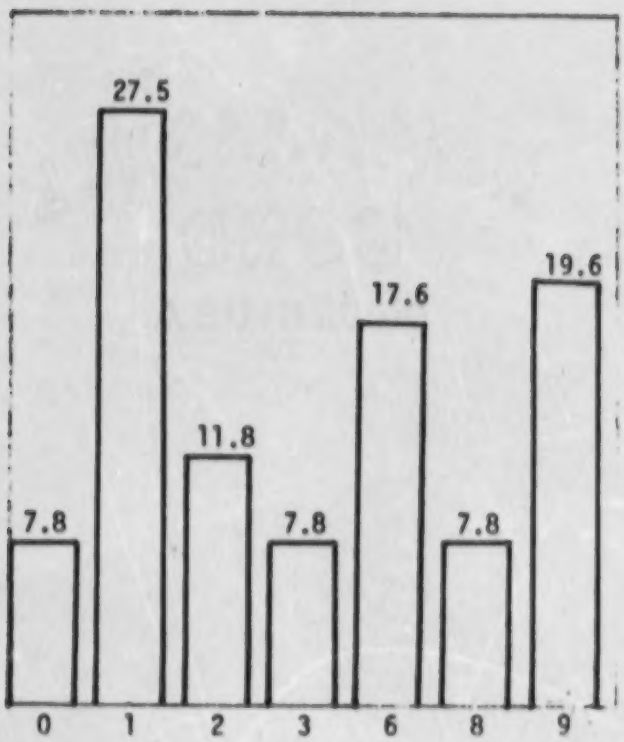


0 - No Answer
1 - None
2 - Less than 1 year
3 - 1 - 4 years
4 - 5 - 9 years

A: Tabled Results-Needs Assessment Survey
Category 8: Number of adults tutored (in actual numbers)

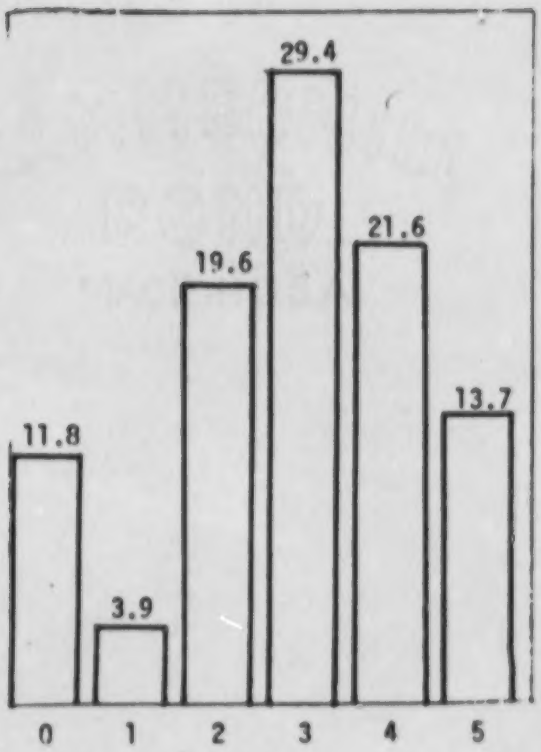
N=51

A; Tabled Results-Needs Assessment Survey
Category 9: Type of training



0 - No answer
1 - None
2 - Adult Ed Courses
3 - Workshops
6 - Combinations (including workshops)
8 - Reading Courses
9 - Other

A: Tabled Results-Needs Assessment Survey
Category 10: How would you rate training?

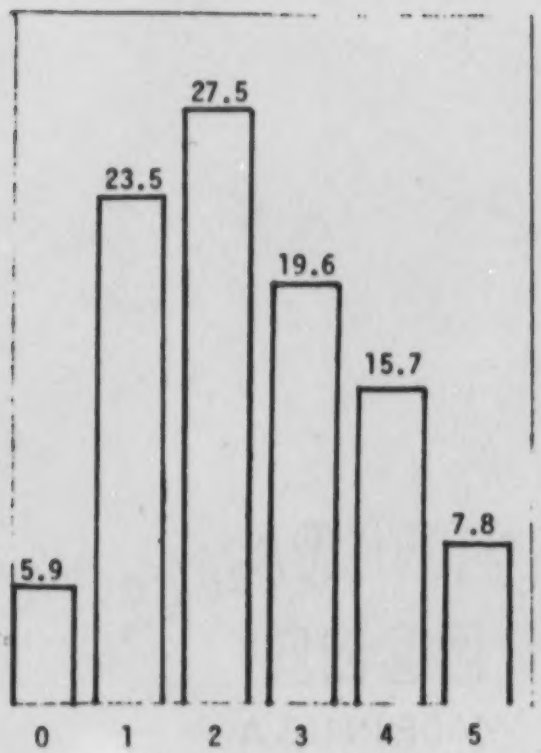


N=51

0 - No answer
1 - Excellent
2 - Very Good
3 - Good
4 - Average
5 - Poor

A: Tabled Results-Needs Assessment Survey

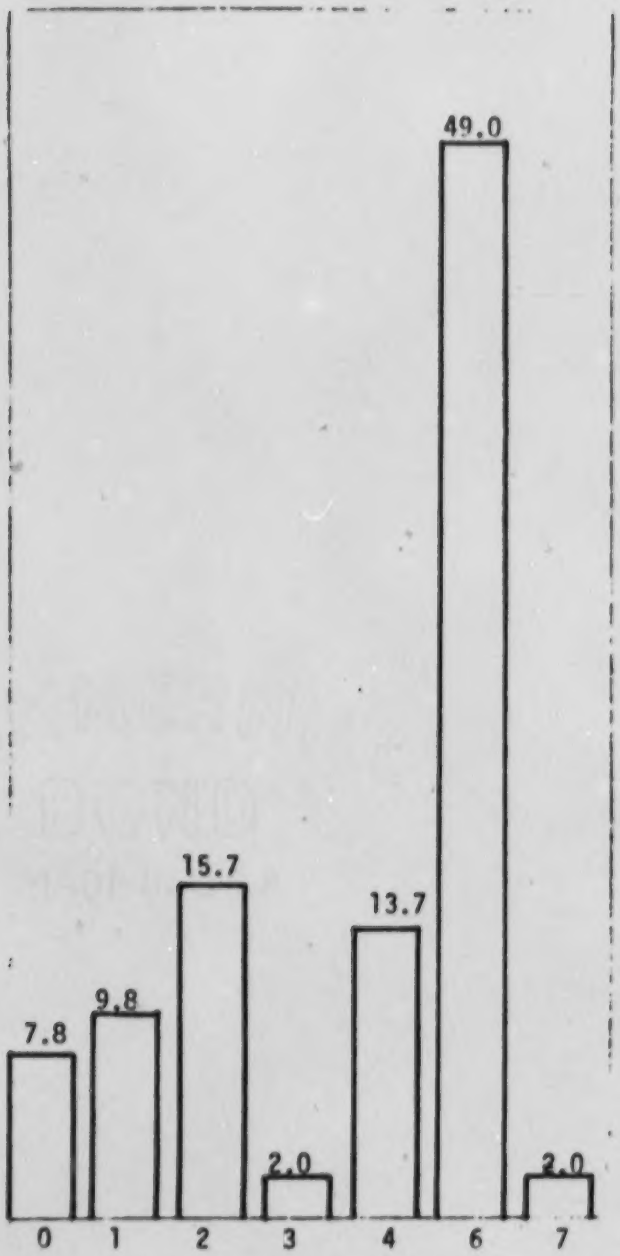
Category 11: Use of video tapes



N=51

0 - No Answer
1 - Excellent
2 - Very Good
3 - Good
4 - Average
5 - Poor

A: Tabled Results-Needs Assessment Survey
Category 20: Training Style

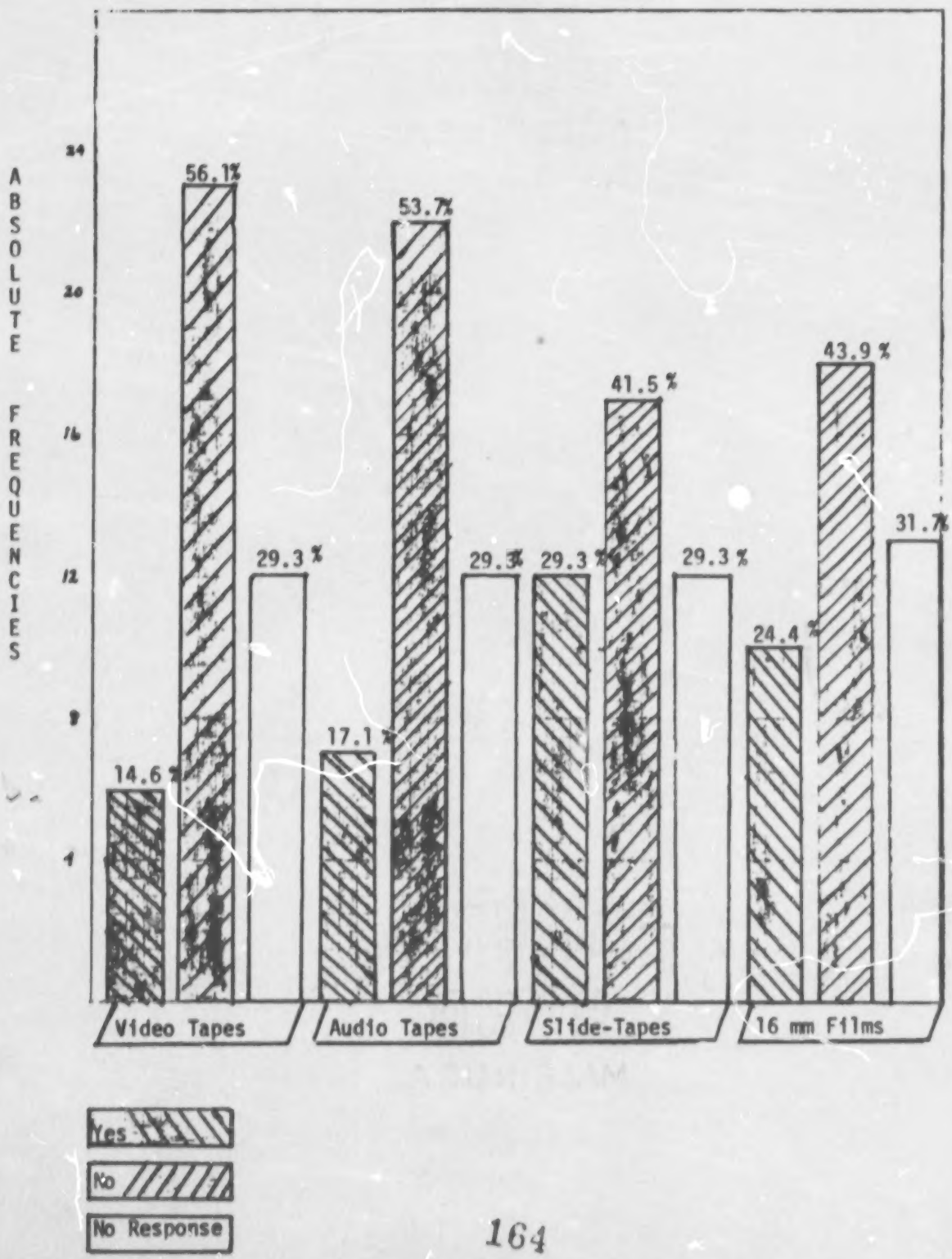


0 - No Answer
1 - Weekly Group Sessions
2 - Intensive Workshops
3 - One-to-One Instruction
4 - Combination (excluding workshops)
6 - Combination (including workshops)
7 - Other

A: Tabled Results of Target Population

Table 11: In your training program do you ever use... N=41

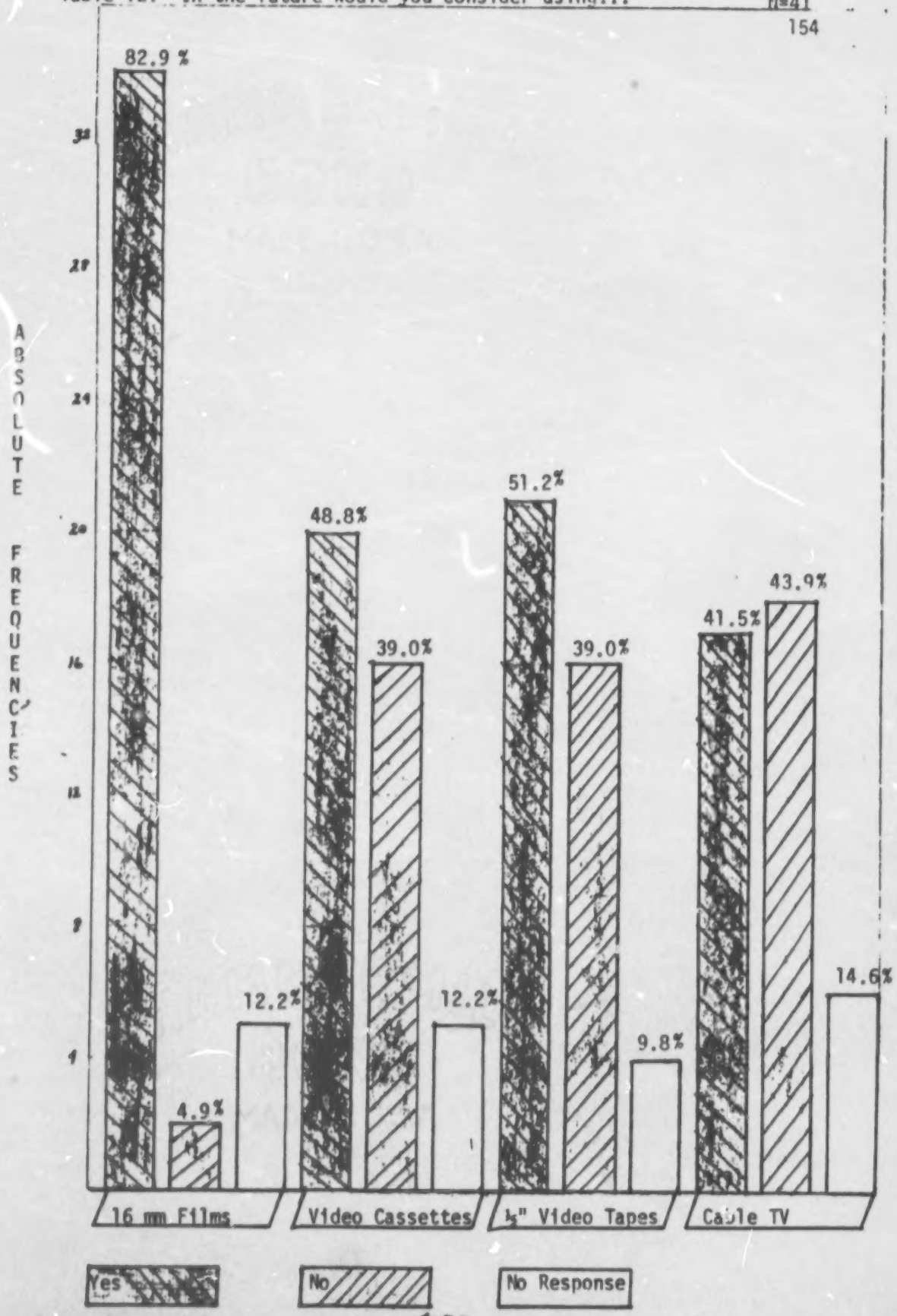
153



A: Tabled Results of Target Population

Table 12: In the future would you consider using... N=41

154



A: Needs assessment /Results categorized according to RELATE model

The first eleven questions on the needs assessment survey asked for demographic data, educational backgrounds, and information about the types of tutor training available and completed by the respondent. These results are presented in table form in the previous part of this appendix. The remaining questions asked for opinions and insights into the tutoring/ teaching of adult literacy students. These answers were analyzed and grouped according to the RELATE model. The results of this analysis and grouping procedure follow.

A: Needs assessment/Results categorized according to RELATE model

I. OVERVIEW

Question 12: List the three most valuable (useful) content information areas you learned in your training experience.

a. psychology of learning
b. affective learning
c. coping skills
d. language arts
e. critical reading, thinking
f. mechanics of reading
g. beginning skills in reading
h. phonics
i. consonant blend groupings

Question 13: List five things you wish you had known (but didn't) before you began tutoring adult non-readers.

a. I did not realize the need in adults
b. more about the adult learner
c. realizing the number of non-readers with close society
d. understanding fully the failures they have faced in life
e. psychology involved
f. teacher personality and gaining confidence of students most important first step
g. where do you start
h. reading background
i. which areas of reading you should concentrate on
j. comprehension
k. basic grammar
l. phonics training experience
m. understanding of phonics
n. sight words

Question 14: List three mistakes you feel that you made as a new tutor.

a. lack of knowledge of precise rules to explain what "I just knew" was the way to do it.
b. was not knowledgeable enough to know mistakes
c. trying to teach phonics
d. not knowing more phonics

Question 15: List the three most successful techniques that you use now in tutoring.

a. more stress on listening skills, phonics, cognitive

Question 16: What do you see as your three most pressing problems in tutoring?

Question 17: If you were responsible for a training program...what three content areas would you consider most essential to teach your tutors?

a. psychology of adult learners (nonreaders)
b. values clarification
c. human relations

A: Needs assessment/Results categorized according to RELATE model

II. DIAGNOSING LEARNER CHARACTERISTICS

Question 12: List the three most valuable (useful) content information areas you learned in your training experience.

a. diagnosing needs
b. finding the reading level of the adult

Question 13: List five things you wish you had known (but didn't) before you began tutoring adult non-readers.

a. adult reading diagnosis and remediation
b. some of the things people face who cannot read
c. supersensitive areas involved
d. difficulty of students to say "I can't read"
e. how much the students try to pull into their personal lives
f. how to determine reading levels without embarassing the adult
g. adults are very demanding of teacher attention
h. the student was probably as frightened as I was
i. men tend toward arrogance
j. myths held by non-readers
k. the number of adults whose initial reading problems stemmed from what we now refer to as learning disabilities
l. the extent of the non-English speaking population

Question 15: List the three most successful techniques that you use now in tutoring.

a. what he knows and does not know

Question 16: What do you see as your three most pressing problems in tutoring?

a. diagnosing reading problems
b. need for secure feelings
c. unrealistic expectations on students' part
d. dependency of student on teacher
e. lack of effort on part of student

Question 17: If you were responsible for a training program...what three content areas would you consider most essential to teach your tutors?

a. diagnosis of problems - evaluating progress and need to change to a new method.
b. testing program to find needs of students
c. screening

Question 18:

a. background of students
b. develop awareness of character and needs of adult students
c. explain initial placement methods

Question 14: List three mistakes you made as a new tutor.

a. not getting proper background of students
b. did not consider student's past experiences
c. underestimating the tremendous insecurities adults have built up within themselves
d. assuming a broader base of experience than existed

A: Needs assessment/Results categorized according to RELATE model

II. DIAGNOSING LEARNER CHARACTERISTICS (cont'd)

Question 14: continued:

e. expecting too much from students
f. assuming students know more than they do
g. I took too much for granted
h. expecting too much
i. assuming all people have the same needs
j. refusing to accept failures
k. not being patient enough
l. not able to diagnose reading problems
m. forgetting that they cannot read, but I can
n. assumed adults had background in phonics

III SETTING OBJECTIVES

Question 14: List three mistakes you feel you made as a new tutor.

a. not being aware of career goals and needs
b. lack of organized, planned curriculum
c. determining goals within the student

Question 15: List the three most succe-sful techniques that you use now in tutoring.

a. attempt to determine what an individual wants to learn
b. help to make learning goal-oriented

Question 17: If you were responsible for a training program...what three content areas would you consider most essential to teach your tutors?

a. planning with immediate and long range objectives
b. basic reading and language
c. language arts
d. reading principles
e. oral language
f. comprehension
g. vocabulary
h. vocabulary for survival
i. phonics
j. structural analysis of words
k. sight words
l. spelling

Question 18:

a. step by step priorities

Question 19:

a. departmentalized behavioral objectives

IV. PLANNING ASSESSMENT

Question 13: List five things you wish you had known (but didn't) before you began tutoring adult non-readers.

a. how to "discover" (measure) the reading level of adults

A: Needs assessment/Results categorized according to RELATE model

IV. PLANNING ASSESSMENT (cont'd)

Question 14: List three mistakes you feel you made as a new tutor.

a. more preparation time and screening of students
b. not asking adult to tell me "where he was"
c. not checking student's progress enough
d. assumed levels indicated by test to be valid
e. did not test reading comprehension enough

Question 16: What do you see as your three most pressing problems in tutoring?

a. finding a test to evaluate the person's ability
b. assessing students' needs and weaknesses

Question 17:

a. testing methods
b. good record keeping to show advancement
c. what brief forms I would use and where everything was kept

V. PLANNING STRATEGIES: AFFECTIVE

Question 12: List the three most valuable (useful) content information areas you learned in your training experience.

a. conversation
b. always give positive statements about the person
c. how to be open
d. be understanding
e. how to be accepting
f. how to be emphatic

Question 13: List five things you wish you had known (but didn't) before you began tutoring adult non-readers

a. building a person's self-concept is of A-1 importance
b. I wish I had known how to build self confidence better
c. keeping adults interested in sticking-it-out is the biggest problem
d. importance of social get-togethers
e. how to praise students subtley
f. saying good things to and about the individual student is of great value
g. correcting in a way that doesn't discourage
h. never promising anything you cannot deliver

Question 14: List three mistakes you feel you made as a new tutor.

a. not working enough on self-confidence of students
b. not realizing the need to stimulate the reader first
c. putting too much on academic (forgetting the importance of the social)
d. talking too much and not listening enough
e. expecting independent work-study habits
f. tendency to think reward was the learning process itself

A: Needs assessment/Results categorized according to RELATE model

V PLANNING STRATEGIES: AFFECTIVE (cont'd)

Question 15: List the three most successful techniques that you use now in tutoring.

a. causing the students to feel successful
b. making pupil feel comfortable by being human
c. establishing rapport
d. try to make students comfortable
e. using students
f. using newspapers, magazines and making mistakes so they can correct me; they like this because they realize that the teacher is human
g. take time to talk to students--get to know them and vice versa
h. complimenting students on appearance and progress
i. let them help each other and talk about why they are in the class
j. helping students make associations
k. allowing them to "discover"
l. listening to the students' needs or desires
m. relate reading to needs or desires of individual
n. oral discussions of material read
o. giving a lot of encouragement
p. not pressing them to read or pushing them too fast
q. postitive criticism
r. always reward in peer situation
s. relaxed conditions in classroom
t. refreshments furnished by teacher--soon students will start bringing in cokes and cookies as their own treat
u. availability of smoking area and soft-drink machines

Question 16: What do you see as your three most pressing problems in tutoring?

a. motivating young adults
b. motivating students who are getting paid
c. keeping the class interested
d. determination
e. combatting embarrassment of adults
f. keeping self-confidence high
g. convincing them they are not stupid
h. getting them to try new things

Question 17:

a. positive thinking
b. teach openness, acceptance and understanding

Question 18:

a. student-teacher rapport
b. support and encouragement
c. praise students for their accomplishments
d. success-insuring activities for use in first sessions
e. have students ready to be taught
f. socialize for a period of time with students
g. ways to improve students' self-confidence
h. no stress on tests

A: Needs assessment/Results categorized according to RELATE model

V. PLANNING STRATEGIES: COGNITIVE

Question 12: List the three most valuable (useful) content information areas you learned in your training experience.

a. supervised study
b. methods - both group and individual
c. techniques of reinforcement
d. how our reading programs work
e. various techniques in reading
f. language experience approach
g. use of life experiences
h. decoding
i. perceptual-motor training

Question 13: List five things you wish you had known (but didn't) before you began tutoring adult non-readers.

a. how to motivate
b. variety of beginning approaches or techniques
c. some people can be reached through different approaches
d. soft-spoken people get results
e. more about making associations
f. more about showing relationships
g. ways to reduce fears and replace them with hope of success
h. everything about getting to the basics
i. how to transform elementary matter to adult level
j. how to correct oral reading problem
k. getting adults to understand phonics
l. introducing beginning letters so that it does not seem too elementary

Question 14: List three mistakes you feel you made as a new tutor.

a. introduction of too many concepts at one time
b. being too casual in initial steps
c. methodology
d. forcing correction too much
e. not adapting as readily as necessary to persons
f. not enough practice in speaking for non-English students
g. not enough practical usage of basic skills
h. not enough personal help to the student

Question 15: List the three most successful techniques that you use now in tutoring .

a. make sure the adult reads something before he leaves the first time - - feelings of success.
b. drill
c. repitition
d. questioning for comprehension
e. language experience
f. tape recordings - books and/or lessons with teacher follow-up
g. oral reading and discussion
h. learning wheel and reading aloud

A: Needs assessment/Results categorized according to the RELATE model

i. intensive phonics instruction individually
j. consonant blend grouping
k. keeping records of new vocabulary words
l. working with sight words
m. use words they see and use daily - let them suggest words
n. self-instruction and practice with Dolch list

Question 16: What do you see as your three most pressing problems tutoring?

a. how to meet the needs of all the different levels of reading
b. transferring skills from one lesson to another
c. making relationships between reading and real work-life seem attainable
d. tutoring persons illiterate in two languages

Question 17: If you were responsible for a training program...what three content areas would you consider most essential...?

a. best techniques, methods of teaching adult reading
b. observation or practice in using these methods
c. progressive steps to correct problems in reading
d. performance-based tips
e. introducing new concepts
f. simple writing-teaching techniques
g. readability
h. blending words

Question 18:

a. building on skills students already have
b. not stress setting up interest centers
c. show tapes of teach-rs tutoring adults

VI. PLANNING ORGANIZATION

Question 13: List three things you wish you had known (but didn't) before you began tutoring adult non-readers.

a. the student is there because he wants to learn (use the time wisely)
b. knowledge of grouping
c. adapting to the individual
d. adults do not respond well to group instruction
e. one to one basis

Question 14: List three mistakes you feel you made as a new tutor.

a. trying group instruction
b. tried to move adults too quickly through reading lessons
c. wanting to push too hard
d. going too fast with unknown material
e. having extra time
f. not changing instruction every 30 to 40 minutes
g. supposing everyone could/would spend one hour in class

A: Needs assessment/ Results categorized according to the RELATE model

VI. PLANNING ORGANIZATION (cont'd.)

Question 15: List the three most successful techniques that you use now in tutoring.

a. one to one instruction
b. individualization
c. giving individual help and building up confidence
d. group projects
e. small group work
f. going at a moderate pace

Question 16: What do you see as your three most pressing problems in tutoring?

a. meeting individual needs
b. not enough time
c. time for students to work out of class
d. need more one to one tutoring - difficult in groups of 10 to 12
e. due to not required daily attendance, class composition varies

VII. PLANNING RESOURCES

Question 12: List the three most valuable (useful) content areas you learned in your tutoring experience.

Availability:
a. where materials are available
b. kinds of material available
c. availability of supplementary material
d. types of material used
e. kinds of audio materials to use

Preparation:
a. preparing materials to meet needs of individuals--both in difficulty and need for job preparations, etc.

Use:
a. use of equipment
b. use of tutorial programs (SRA, Grollier, etc.)

Question 14: List three mistakes you feel you made as a new tutor.

Availability:
a. not aware of all the material available
b. not knowing all the material well enough
c. not having enough material to start
d. did not get good materials for these adults

Use:
a. materials too difficult.

Question 15: List the three most successful techniques that you use now in tutoring.

Availability:
a. system 80
b. controlled reader
c. programmed reading - Grollier
d. homemade materials
e. news media or Bible if requested

Preparation:
a. find or make the related materials for instruction

A: Needs assessment/Results categorized according to the RELATE Model

VI. PLANNING RESOURCES (cont'd.)

Use:

a. using filmstrips
b. workbook instruction with comprehension questions (SRA Adult learning; Readers Digest adult materials)
c. audio-visual techniques

Question 16: What do you see as your three most pressing problems in tutoring?

Availability:

a. not enough materials for adults
b. knowing various resources
c. using the right material with the right person
d. grouping students properly
e. proper atmosphere (building, etc)
f. lack of materials because of the situation
g. money for equipment and management
h. need for more primary reading and teaching aids
i. accessability of reading labs - open at night
j. foreign dictionaries

Question 19: What three things would you do differently from your own training period?

Availability:

a. give materials available
b. more available films
c. not stress company materials - sometimes teacher-made are the best
d. more exposure to lower level materials
e. displaying materials to meet students needs

Preparation:

a. preparation of materials
b. show and explain teacher-made materials
c. more encouragement to make own materials

Use:

a. use more A/V equipment to meet students' needs

X. EVALUATION

Question 13: List five things you wish you had known (but didn't) before you began tutoring adult non-readers.

a. techniques of evaluation
b. simple testing
c. better testing programs and how to use them
d. relative success rates of phonics, word recognition, etc.
e. introductory A/V materials for testing levels

Other Questions:

a. need for more time to do conference evaluations of students
b. better testing procedures
c. ways to evaluate reading levels of adults
d. how to evaluate students and needs

Appendix B: Design

1. 4-D Instructional Development Model

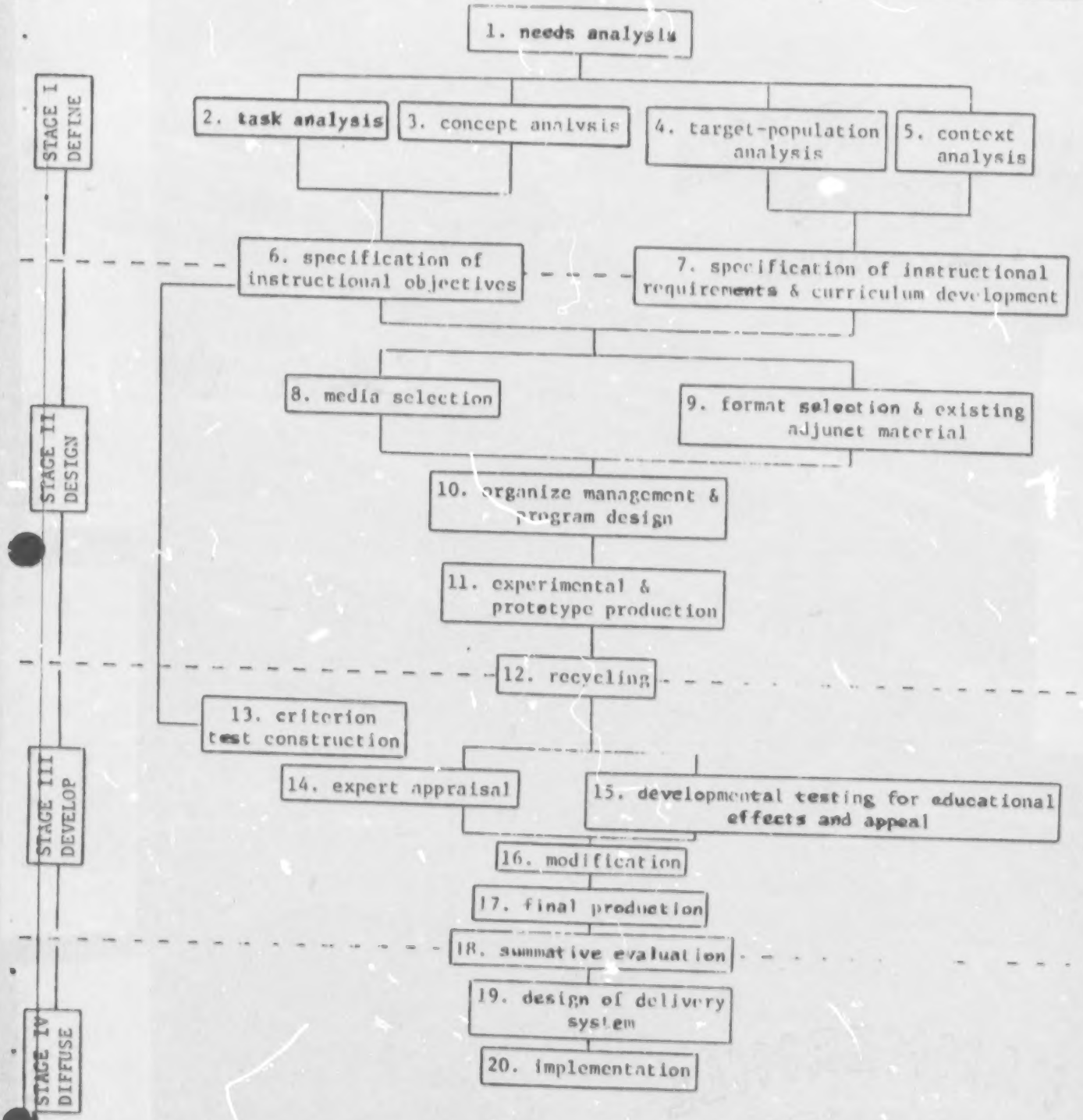
B: Four-D Instructional Development Model

Television technology offers unique capabilities for framing instruction, motivating the thinking and learning process, and effecting efficient delivery of the instructional package. (Lesser, 1975). The proven operational model for exploiting these capabilities features a collaboration of educational researchers, academic advisors, and television producers (Cooney, 1974). Such a collaboration was applied in the planning and production.

The basic instructional development configuration for this project was the Four-D Model (Thiagarajan, Semmel, & Semmel, 1974). This was designed to develop media materials for training teachers and is equally suitable to develop materials for training tutors.

FIGURE 1

B: The 4-D instructional model



Based on Thiagarajan, Semmel, & Semmel, 1974.

Appendix C: Development and Production

1. Bibliography of Trainer Materials
2. Summary of Storyboard field testing: Indiana (6/27/76)
3. Formative Evaluation Materials
   a. Expert Appraisal
   b. Storyboard Interviews
   c. Continuity Evaluation
4. Letter from Larry Walcoff re: Film Editor

C: Bibliography of trainer materials

Trainer Materials Bibliography

Recommended to purchase for group use:

Colvin, Ruth J., and Jane H. Root, READ (Reading Evaluation--Adult Diagnosis), Chicago: Follett Publishing Co., 1972.

Colvin, Ruth J., and Jane H. Root, TUTOR (Techniques Used in the Teaching of Reading), Chicago: Follett Publishing Co., 1972.

Kennedy, Katherine and Stephanie Roeder, Using the Language Experience with Adults, Syracuse: New Reader's Press, 1972.

Kohl, Herbert, Reading, How to, New York:Bantam Books, 1974.

O'Donnell, Michael P., Teaching Reading to the Untaught, New York: Multi-media Education, Inc., 1975.

Pope, Lillie, Guidelines to Teaching Remedial Reading, New York: Book-Lab, Inc., 1975 (New Reader's Press).

Rauch, Sidney J., ed., Handbook for the Volunteer Tutor, Newark: IRA, 1969.

Smith, Edwin H., and Marie P., Teaching Reading to Adults, Washington: NAPCAE, 1962.

Ulmer, Curtis, Teaching the Disadvantaged Adult, Washington: NAPCAE, 1969.

Sources of materials:

Carsetti, Janet K., Literacy Problems and Solutions, College Park, Maryland: American Bar Association, 1975.

1975 Bibliography of Adult Basic Reading Materials, Syracuse: Literacy Volunteers of America, 1975.

Reader Development Bibliography, Syracuse: New Readers Press (Compiled by Free Library of Philadelphia), 1974, Supplement, 1975.

Spache, George D., Good Reading for Poor Readers, Champaign, Illinois: Garrard Publishing Company, various editions.

Also see: Pope: pp. 159-192; Rauch: pp. 86-95, 96-106; Smith: pp. 26-30, 37-40, 48-50, 58-60; and Ulmer.

C: Bibliography of trainer materials

Trainer Materials (continued) Bibliography

Training support materials:

Adult Basic Education: A Guide for Teachers and Teacher Trainers, Washington: NAPCAE, 1966.

Basic Reading Tutor Training Workshop: Leader's Handbook, Syracuse: Literacy Volunteers of America, 1975.

Colvin, Ruth J., LEADER, New York: Follett Publishing Co., 1972.

Goodman, Kenneth, "Reading: A Psycholinguistic Guessing Game", Journal of the Reading Specialist 4. 126-135 (May 1967).

Handbook for Trainers, Syracuse: National Affiliation for Literacy Advance, 1975.

Helping Adults Learn: A Handbook for Home Instruction Paraprofessionals in A.B.E., Morehead, Ky.: Appalachian Adult Education Center.

Indiana Department of Public Instruction: Tutor Handbook, Indianapolis: Department of Public Instruction, Reading Effectiveness Program.

Indiana Department of Public Instruction: Tutor Coordinator Handbook, Indianapolis: Department of Public Instruction, Reading Effectiveness Program.

Indiana Department of Public Instruction: Tutor Training Manual, Indianapolis: Department of Public Instruction, Reading Effectiveness Program.

Johns, Jerry L., Literacy for Diverse Learners: Promoting Reading Growth at All Levels, Newark: IRA, 1974.

Language Experiences in Reading, Chicago: Encyclopedia Brittanica Educational Corporation, 1975.

Mangano, Joseph, ed., Strategies for Adult Basic Education, Newark: IRA, 1969.

McKee, Paul, Teaching of Reading in the Elementary School, Boston: Houghton-Mifflin, 1948, pp. 247-252.

Nafziger, Dean, et al, Tests of Functional Adult Literacy: an Evaluation of Currently Available Instruments, Portland, Oregon: Northwest Regional Educational Laboratory, 1975.

C: Bibliography of trainer materials

Trainer Materials (continued) Bibliography

Northcutt, Norvell, Adult Performance Level Project, Austin: The University of Texas, 1975.

Smith, Carl B., and Leo C. Fay, Getting People to Read, New York: Delta Books, 1973.

Tutoring Resource Handbook for Teachers, U.S. Department of Health, Education and Welfare, No. (OE) 74-00103., 1975.

Tutor's Resource Handbook, U.S. Department of Health, Education, and Welfare, No. (OE) 74-00101., 1976 .

Tutor-Trainer's Resource Handbook, U.S. Department of Health, Education, and Welfare, No. (OE) 74-00102., 1975.

Volunteers in Education: A Handbook for Coordinators of Volunteer Programs, Philadelphia, Pa.: Recruitment Leadership and Training Institute, Temple University, 1975.

C: Field testing

VIDEO I

GROUP EVALUATION: INDIANAPOLIS
ADULT EDUCATION CENTER
1218 SOUTH REISNER
JUNE 27, 1976

The video-edited version of program I was shown to a group of 10 ABE tutors. These people are classified as paraprofessionals; they do not have college backgrounds. The program was shown straight through with one interruption when one of the tutors asked to play a section again. The request came about half way through the first roll of graphics. I replayed that segment.

The comments below summarize the group interview:

1. As a whole, the program was successful with this audience. They felt it provided a good treatment of the subject matter; liked the detail provided by the graphics and summaries.

2. New Harmony segment:

* Many did not follow this part. They felt it was too "talky", too long, and sometimes difficult to follow.

* Some felt that what was said was important but did not like the way it was presented.

* One objected to the stress on "numbers" who can't read.

* We had spoken before of changing cannot read to do not read. This was not corrected from the story board script.

3. Mr. Thompson:

* The group objected to the line, "ABE student who doesn't look the part." They felt this was a stereotyping ofABBE students.

* Audience needs to know before Mr. Thompson starts talking that he is a florist.

4. Instruction process:

* Why didn't instructor correct student's grammar?

* Why didn't instructor write the story so that the student and the viewing addience could see what she was writing?

* The presentation of the story seemed a bit choppy. They felt the viewer should hear the whole story, not broken up segments.

OR:

Between the 2 segments, give viewers some indication of what to look for. Suggestion was to move the interview from the end of the tape to the middle of the two segments. Highlight the points being made by use of graphics-

* Should not the pointing be done by the student, not the teacher?

5. Graphics:

* A few thought the first roll of graphics was too long. Most thought not.

* Liked the detail provided on the graphics.

* Graphics were sometimes out of sync with audio. This bothered them.

* Sentences is misspelled (still).

* One of the recommendations is to use carbon paper. Why isn't this demonstrated?

* Good points stressed when graphics are rolled.

6. Interview at end (Anabel & Mike):

* Good points stressed, but they need to be emphasized, perhaps with graphics.

* Move to middle of two sections.

* Would have preferred if the two people would talk to the audience instead of to each other.

C: Appraisal - Examples

INDIANA UNIVERSITY

INTERDEPARTMENTAL COMMUNICATION

To: Anabel Newman ✓
Marj Cambre
Dept. LIT-TV

From: M.S. Parer
Dept. LIT-TV

Telephone

Subj. Comments on Story Board of LIT-1 by Dr. S. Thiagarajan

Date 24 May 1976

1. Need a clear statement of the Story-Experience Approach at the beginning so the viewer is not inducing what it is.
2. Confusion on New Harmony and Buffalo.
3. Would like a picture to reinforce each graphic.
4. Was built up to listen to Mr. Thompson read his story of early life, and felt let down when he didn't.
5. The way he read was too slick -- he didn't sound like a naive reader. Try to hit a lower level.
6. Transition to interview was too fast.
7. Make reference to a booklet so the viewer is alerted -- should have one. Also reduce anxiety that should be taking notes.
8. Use people from the field in comments at the end.
9. It did not seem 22 minutes long.
10. When this story board is tested, people should have some Print materials in their hands also.
11. Would like to see a comparison of the story board production and the final film. Liked the photo sketch approach. It let the message come through clearly.

FOLD AND FASTEN - - - - NO ENVELOPE NEEDED

Sherlock

FOR COMMENTS ON SCRIPT:

Please feel free to use this and/or write comments on the script. We realize there is overlap in some of the items below, so skip those that you do not find helpful.

1. Visual attractiveness.

2. Freshness of approach/originality.

Say as one who has taught tutors at tutorial a very high rating here — I would what the "freshness of approach/originality" is outstanding.

3. Appeal to adults.

Certainly does not "talk down" at all — would appeal to adults in all aspects —

4. Does script depend too much on assumption that audience is highly motivated?

You have done a fine job on motivation particularly with the way you began — with the situation of Mrs. Thompson.

5. Efficient and effective use of visual media.

Excellent !!!

6. Content.

Basically very good with exceptions noted —

7. Completeness.

good —

8. Omissions.

omissions included not enough basic clarification of the approach — See following pages.

9. Clarity.

Please refer to pages with notations

10. Complexity of language.

Some places I feel assume the tutor know more than he might — "lingo" — techniques

46. Mr. Thompson and Dr. Newman in different location but the style is the same as the previous interactive sequence. A new story is completely written down about his becoming a florist etc. - a summary of the preceeding v/o story. During the sequence at the appropriate time and on cue super over the interaction the following graphics:

1. LET THE LEARNER LOOK OVER HIS STORY IN SILENCE
2. GIVE HIM A REASON TO LOOK OVER IT
3. IS IT CORRECT
4. IS THE SEQUENCE OKAY
5. IS ALL INCLUDED
6. ASK IF PUZZLED BY ANY WORD
7. ENCOURAGE HIM TO READ ALOUD
8. MAKE HIM FEEL COMFORTABLE
9. IF NECESSARY READ IT ALOUD
10. POINT TO EACH WORD
11. MAKE HIM FEEL SUCCESSFUL
12. STRESS LEFT TO RIGHT MOVEMENT
13. DON'T OVER TEACH
14. GIVE AS MUCH HELP AS NEEDED
15. DON'T CORRECT EVERY MISTAKE

DR. NEWMAN SOF: Let's look at this story.

I have assumed you might be tutoring a basic student some of the time. Therefore to ask your student to look over his work - read it correct it could be a terrible experience. It might make more sense to say "Lets read this story" or what I have written (autotor) together." You read aloud first - then the student what he can - I would omit the initial explanation of the experience story might be made not quite so complicated.

"a couple of sentences would be assumed at first by the tutor"

47. Mr. Thompson and Dr. Newman

MR. THOMPSON & DR. NEWMAN SOF: Fade low under:
HOST v/o: BE PATIENT, DON'T EXPECT TOO MUCH - THINGS MOVE SLOWLY AT FIRST. KEEP THINGS SIMPLE, DON'T CLUTTER WITH UNASKED FOR EXPLANATIONS. STRIVE TO CHANGE THE LEARNERS OWN IMAGE FROM FAILURE TO SUCCESS.

48. C.U. Host at home base in studio.

HOST SOF: The first aim is to help the learner succeed in daily functional reading. Shakespeare is a long way down the track.

49. M.S. Host

HOST SOF: Let's take a few minutes to look again at how to use this Language Experience Approach.

50. Slow roll of graphics over stills to illustrate.

HOST v/o: YOU NEED A DARK, LEGIBLE PEN OR PENCIL, WRITING PAPER AND CARBON PAPER.

STORY BOARD II
TAPE I
INTERVIEWS 1 - 3

INTERVIEW I:

Experience: Teacher's aid in ABE and now in a training program
On the job since February

General Reactions: Compound words - didn't show how he got rearview; gone through too fast - phonics are important; picture part - didn't get anything from it at all

Too long?: No - could've been a lot longer

Breakdown of skills:

Word attack skills & phonics: there are many different ways of presenting these two categories, and none of these ways were brought out

Phonics: cat, sat, rat, etc. - what's the point in teaching this to the student? Was never explained, and it's very important'

Music: Not distracting

Name the skills: phonics, sight words, structural analysis, context... (didn't remember picture clues)

Which skills were the blends in?: word attack skills? context?

Have you used all these skills?: Yes.

Comments: Sequence was good; showed sight words but doesn't show how to present them to the student

Bored?: No, but lost in the picture clues.

Language level: appropriate

Amount of material: wanted more

Positive reactions to any part: not enough material to go out and teach

Improvements: several areas don't contain enough information; example: sight vocabulary: says nothing at all about how to teach it

---

INTERVIEW #2:

Experience: Work study para-professional; works with levels 2 & 3
No formal training yet

M: So. How many years have you been tutoring?

Oh! Let's see I've been working in A.B.E. sixteen months, so probably twelve months of that has been with teaching, teaching responsibilities. Which would include not only the level one, but all the way through.

And it would include reading?

Right, right. So sometimes I do uh, full time teaching and sometimes I have other administrative things to do. But I have a heavy load of teaching.

Okay. What are your general reactions to the program?

Okay. Uh, I like the idea of of the using the uh, the video tape or film, whatever, along with some printed material, um, using some people who have some knowledge and go out and try and share that with other people, I think that is a very good idea. Um, I'm confused as to what level the, the viewer,

He

in other words, what does the viewer have to bring to this video tape? Because I could see where the things that I picked up off the video tape were because I had that knowledge previously, I did not get that knowledge from the video tape.

Yah. Good point.

So. If I was going to sit down with some of the other staff, and say, you know, this is your learning tool, which is what happens at ABE a lot of times, that they'll have people who have a reading background, or people who have a lot of, there are people who teach reading, but even those people don't know really what they're doing when you come right down to it. So if you had to really, you know how much, I look at it and I say, how much could really be learned from that tape? Now, not having seen the booklet, I don't really know in combination with the two, how much could be learned. So, but at this point I would say that I would not use it with staff, not because of the quality of the of the presentation, anything at all involved with production, but simply it does not meet their needs in terms of skill billing, building, their competencies. I would say even now, you're going to walk away from that tape what have you learned; and I would be pretty sure that they could say, duh, you know. It would be highly questionable what they would have learned as a result of that. But then, the written material would build on that, I would assume, you know obviously there was some mention made of, there was teaching aids that went along, so I would assume and there was ten pages involved so I would assume that there would be something going along with it. And that would build but there again you must have um, you know, I don't, not having seen the written material, I don't know what would be necessary in addition to that to really make an effective teaching instrument.

Do you think maybe at this point it's more effective for in-service use, than for pre-service?

Here again on the in-service, I would have to offer with our staff here I would have, I would have to very definitely fill in--they could not learn from it. They could

Even

C: Continuity Evaluation

LIT TV
APH REACTIONS VIEWING (6/29/76) SCRIPT I

9:09 opening print is crooked (uphill)

9:11 short segment
switching & walking

9:12 color of paper & table with M. Thompson is weird
entry to Mr. Thompson may be too abrupt

9:14 APH on the hill -- omit

9:14 APH by M.A.C. --- MAC doesn't show

9:15 Mr. Thompson & APH re: life on farm

9:16 writing the story

9:17 Mike

9:18 APH rereading "rubbing the pages"
Is there any moment when Mr. Thompson responds (that's why we read)

9:19 Graphics need to be evened (uphill)

9:20 sentences mispelled
does type size change? spacing? margins?

9:21 consider omitting picture of house with grandmother - looks contrived
(will be in actual film)

9:22 long shot too contrived

9:23 Mr. Thompson reading story -- so good

9:24 Mike re: print is tilted --
audio changes; sounds underwater

9:26 Mike with Anabel

9:29 credits uphill

Mike will:

* Mr. Thompson in his flower shop

* shots of Mr. Thompson's coding to back up the audio of his

* substitute Mr. Thompson up the steps and APH in doorway for APH longshot "I remember..."

* 3 adult non readers for difficult experiences"
follow with Newmann audio from in front of MAC

* Oxbury closeups will be added after decisions are made

#.

INCOMPLETE LISTING OF OTHER CHANGES TO MAKE

#23 shots of Mr. Thompson going up stairs and APH at door. Subsitute for APH at door.

#28 will be inserted earlier over graphics (10 - 13)

#29 Mike will try to place some place else "Mr. Thompson's rich experiences."

Closing: will include tutor comments to tie in with language experience approach.

LIT TV API

TAPE I REACTIONS TO EDITED VERSION (6/24/76)

7:19 Can we change background for titles? How about shots of tutors?

Mike at New Harmony:

one sentence unintelligible
continuation may be a problem. Hard to understand?
Try on black listeners.

7:20 The sketched examples of problems were not clear.

7:22

7:23 Have him to write it down.

7:24 API outside:

I remember Mr. H.T. well: Not needed.

7:24 Color bad -- wiggle

--- (Lost some time here so will not be accurate)

7:33 "What are you rubbing there?" (My husband's comment, as he watched my underlining the lines of the story.)

7:34 Graphics with voice over: Audio bad

Correct spelling of sentences in graphics.

Scene 55: Graphics --

straighten type of second listing

audio is bad!

agency for instructional television

July 28, 1976

Mr. Mike Parer
Co-Director, LIT-TV
Banta Apartments #130
Bloomington, Indiana

Dear Mike:

I highly recommend that you consider David Howard as film editor for the second phase of your project. We have been working with David for five or six years. He has edited over 15 different programs for us, and in each case his work has been considered excellent. While he is an outstanding mechanic, we honestly consider him more of an artist than a film splicer.

He approaches each project with sincere interest and clearly recognizes the fact that we are producing materials for young children in learning situations. He understands that we are in the learning business, not show business.

In addition to being an outstanding professional, David is a humanist, and if you do have an opportunity to work with him, you will learn to love, not only his work, but the man.

Best of luck with your project.

Sincerely,

Larry Walcoff

Larry Walcoff
Associate Executive
Director - Projects

LW/gw

box a, bloomington, indiana 47401 / 812-339-2203

Appendix D: Dissemination

1. Mailings
   a. One
   b. Two
   c. Three
   d. Four
   e. Five
   f. Six
   g. Seven
2. Agendas
   a. Participant agendas
   b. Staff agendas
3. Calendars of film use by participants (October, 1977 - January, 1978)
4. Materials distributed at workshops
   a. Workshop I
      1. Fact sheet
   b. Workshop II
      1. List of publishers of resource materials
      2. List of possible uses of films I and V
      3. Language experience anthology
   c. Workshop III
      1. Case study ideas
      2. BEAR Criteria Checklist with cover letter
5. Materials shown at workshops
   a. Support materials
   b. Tests: adult diagnostic materials

D: Mailing One

INDIANA UNIVERSITY
Institute for Child Study
BY PASS 46
BLOOMINGTON INDIANA 47401

185

LIT-TV

812 337 9160

July 19, 1977

Do you have anyone you would like to nominate for training in the Literacy Instructor Training (LIT-TV) project?

We spoke to many of you this past spring and summer, and know there is much interest in this project. We're glad to tell you we have received funding as a 309 Special Demonstration Project in order to carry out instructor training this Fall. We have enclosed a brochure outlining the purposes and goals of this project for those of you who are unfamilar with it.

Our plans for this Fall are to hold three training workshops for 30 selected individuals throughout the state. These workshops will be held Friday evenings and Saturday, and will be free to participants. Local affiliations will be expected to cover per diem and travel. The workshops are scheduled for these dates:

September 23-24

October 14-15

November 18-19

We feel the advantages of the project to you include:

1) Personnel will be trained to conduct similar workshops in local areas.
2) The LIT-TV project team will offer on-site and telephone support throughout the Fall of 1977 to those who would like to conduct similar workshops in their localities.
3) Video tapes and/or films will be made available for local workshops.
4) Manuals will be provided free of charge for participants and for local level trainees.

Continued . . .

Page Two
July 19, 1977

We would appreciate your help by filling out the enclosed form with your nominations. Please return the form to us by July 29. Thank you.

Sincerely,

Anabel Newman
Michael Parer
Co-directors, LIT-TV

P.S.
If you have received this letter after the deadline but still want to nominate an individual please call us at 812 337 9160. The following team members will be happy to answer any of your questions:

Bluey Diehl Carey Tisdal Mary Jackson Ernie Ortiz

Encl: 1) LIT-TV Fact Sheet
2) LIT-TV Questionnaire

LIT-TV FACT SHEET

The "Adult Functional Literacy Television Tutor Training Program" otherwise known as the Literacy Instructor Training - TV Project (LIT-TV) is a 309 Special Demonstration Project funded by the Department of Public Instruction, State of Indiana and conducted under the auspices of the School of Education at Indiana University-Bloomington. It addresses the problem of training literacy tutors for those adults functioning at the lowest levels of educational development.

Since its inception in January, 1976, LIT-TV has been under the direction of Dr. Anabel P. Newman and Dr. Michael S. Parer of Indiana University. Current team members include: William Diehl, Mary Jackson, Ernie Ortiz, and Carey Tisdal.

The outcome of the past 18 months is a series of five TV/film presentations and supporting print materials which comprise the substance of the suggested workshop revisions. Four sessions focus on literacy instruction: language experience approach, language patterns, word analysis skills, and comprehension. The fifth session focuses on management skills needed to sustain a successful tutor-pupil relationship.

The project's developmental phase has been multi-faceted. The target population was delineated to include both present teachers and tutors throughout Indiana engaged in tutoring adult non-readers, and potential teachers and tutors not yet working with functionally illiterate adults. To date, 506 active teacher/tutors in Indiana were identified. Of this total, 350 literacy instructors expressed a need for in-service training. Also, they indicated that other literacy tutors could be recruited if training were available. In addition, the target population supplied the project team with information which was developed into a detailed needs analysis prior to and concurrent with development. Many of these respondents provided continuous input prior to scripting as well as during production of the programs. Consultants from instructional television, adult literacy tutor training, and reading were also used in the development and production phases. Both the consultants and target population respondents participated in field testing the TV/film components of the workshop through pre-production story boarding methods. In addition, the contact and support of the local literacy volunteer organization, the New Readers in Bloomington, and the Monroe County Library have proven invaluable. The validity of the LIT-TV instructional materials has been greatly enhanced by this multi-faceted development approach.

An effort has also been made to ensure that the LIT-TV's instructional materials are versatile enough to be used by both experienced and novice instructors. Techniques are presented in a simply written and easily accessible manner, and they may be applied in a variety of instructional settings--individual, small group, or classroom.

NOMINEES FOR LIT-TV TRAINING SESSIONS

(Please give names, addresses, phone numbers, and positions of one or two people you feel would benefit from this training and be able to conduct similar workshops later in you area. We will contact these people with all the needed information upon receipt of your reply.)

1. Name_____ Phone (day)_____

   Address_____ Position_____

   _____

Experience/Education Background_____

_____

2. Name_____ Phone (day)_____

   Address_____ Position_____

   _____

Experience/Education Background_____

_____

Person Completing This Form

A. Name _____

   Position_____

   School/Organization_____

   Address_____

   _____ Zip_____

   Telephone (day) _____

B. Please Check One.

   Would you (or your affiliation) consider supporting a similar local workshop run by your nominees, later in the fall?

   _____yes _____no

PLEASE RETURN BY JULY 29,1977 to:

LIT-TV
Institute For Child Study
BY-Pass 46
Indiana University
Bloomington, Indiana 47401

INDIANA UNIVERSITY
Institute for Child Study
BY PASS 46
BLOOMINGTON, INDIANA 47401

LIT-TV

812-337-9160

August 9,1977

Thanks for your response to our recent mailing, and for your nominations of people to the three training sessions. Because of questions we have recieved, we'd like to clarify the dates of these workshops. Participants will be involved in all three of the workshops which will be held Friday night and Saturday on:

September 23-24

October 14-15

November 18-19

We will also be providing support to the participants in carrying out similar training workshops in their areas. We'd like to have these local workshops conducted during the fall; optimally, we would like to see these workshops conducted soon after each training session while the material is still fresh. This will also provide us with an opportunity to discuss the experience the trainers had in conducting local workshops at each training session, thus allowing all the participants to help and learn from each other. You might keep these possibilities in mind as you plan your fall schedule; we may not be able to provide support for workshops after December.

We will be sending you, and your nominees, full details about the training sessions by the end of this month. Again, thank you for your cooperation.

Sincerely,

William A. Diehl
LIT-TV Evaluator

D: Mailing Three

INDIANA UNIVERSITY
Institute for Child Study
BY PASS 46
BLOOMINGTON, INDIANA 47401

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LIT-TV

TEL. NO. 812 337 9

August 29, 1977

We are glad to inform you that you have been chosen to participate in the Literacy Instructor Training-TV (LIT-TV) workshops. LIT-TV is a 309 Special Demonstration Project funded by the Department of Public Instruction, State of Indiana, and conducted under the auspices of the School of Education, Indiana University-Bloomington. LIT-TV contains a series of five TV/film presentations and supporting print materials designed for use in training literacy tutors. The major areas covered: language experience approach, language patterns, word analysis skills, comprehension, and management skills.

The LIT-TV staff will be training about thirty-five selected individuals (including yourself) from throughout Indiana in the theories and uses of the LIT-TV materials. These materials, and LIT-TV staff support, will then be made available to these participants for tutor training in their own areas. We would encourage you, if possible, to plan such local training sessions for this fall, preferably after each workshop. Although such local workshops are not required for participation in the upcoming worshops, they do provide for optimal use of the LIT-TV materials.

Participants will be involved in all three of the workshops which will be held in Indianapolis, Friday night and Saturday on:

September 23-24
October 14-15
November 18-19

If you are unable to attend, please check the appropriate box on the enclosed background information form and return to us, or call us at the above number. If you can attend, would you please complete the background information form and motel reservation forms and return by September 12. A list of participants is also enclosed in case you are interested in sharing rides or motel rooms with others from your area. In a few weeks we will also be sending you directions to the workshop, an Indianapolis map, an agenda, and an evaluative inventory to help us meet your needs. If you have any questions, please feel free to call.

Sincerely,

William A. Diehl
for the LIT-TV staff

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Background Information Form

Form 2

The purpose of this form is to gather certain points of information which will allow us to suit the workshops to your background and needs The information will also help us get materials and support to you local workshops. Please indicate your responses by placing a check in the appropriate parenthesis or filling in the answers on the lines provided. PLEASE RETURN ALONG WITH THE RESERVATION REQUEST FORM BY SEPTEMBER 12.

1. Are you planning to attend the LIT-TV workshops? ( ) Yes; ( ) No

2. Your Name_____

3. Title_____

4. Name of Organization_____

5. Address_____

6. Telephone No._____

7. Please check the following items which characterize you present position:
   ( ) ABE Adminstrator or Director
   ( ) ABE Teacher
   ( ) Literacy Volunteer Director or Trainer
   ( ) ABE Paraprofessional or Volunteer
   ( ) Literacy Volunteer
   ( ) Librarian
   ( ) Other_____
   please specify

8. Please check the following items which characterize your background in reading and adult education:
   ( ) have been a professional teacher of reading
   ( ) have taken college course in the teaching of reading
   ( ) have been a trainer of adult literacy teachers or volunteers
   ( ) have had a course of adult literacy training. If so, please specify the name of the program:_____
   ( ) have participated as a literacy tutor for adults
   ( ) have had courses in adult education
   ( ) have been an adult education teacher
   ( ) have been an adult education paraprofessional or volunteer
   ( ) have had teacher-training
   ( ) Other_____
   please specify
   _____

9. Are you planning to hold a literacy tutor training workshop this fall?

( ) Yes; ( ) Possibly; ( ) No

If you answered "yes" or "possibly," please give us the following information:

Approximate dates_____

_____

The number of tutors which you estimate will be involved_____

10. What type of equipment is available for your use?

( ) 16 mm film projector
( ) 1/2-inch video tape player (reel to reel)
( ) 3/4-inch video cassette playback

11. Do you have any special areas of interest or concern in the area literacy tutor training which you would like approached in the workshops? If so please elaborate.

PARTICIPANTS - LIT-TV WORKSHOPS

Mrs. Gene Anderson
218 State Street
Newburgh, IN 47630
812-853-8326

Barbara Bevelhimer
2129 High Street
Logansport, IN 46947

Carol Binney
531 W. Broadway
Logansport, IN 46947

Roxanne Burris
Indianapolis, IN

Susan Clark
4209 Glenwood
Muncie, IN 47304

LaVon Coate
ABE Box 193
Vincennes University
Vincennes, IN 47591
812-882-3350, ext. 264

Mary Beth Carroll
Boyles Road
Martinsville, IN 46151
317-342-2570

Mrs. Thelma Dooley
1631 W. 2nd Street
Marion, IN 46952
317-662-3278

Richard Eisinger
State Dept. of Mental Health
5 Indiana Square
Indianapolis, IN 46204
317-633-7582

Robert Fourham
709 West Second Street
Madison, IN 47250
812-265-2516

Judy Greeson
222 South Washington Street
Crawfordsville, IN
317-362-4235

Mr. Brian Gregory
Jasper Center, Vincennes University
Box 516
Jasper, IN 47546

Sybil Haviland
2500 Elgin (MACC)
Muncie, IN 47303

Carolyn Hood
265 E. South
Franklin, IN 46131
736-5495

Patricia Juhasz
17½ South 23rd
Richmond, IN 47374
317-966-8291

Teino Koski
P.O. Box 41
Michigan City, IN 46360
219-874-7258

Marilyn Lucas
25052 South G Street
Elwood, IN 47709

Joan McLaughlin
Blue Ridge Voc. Technical Vocational Sch.
789 S. Joseph St.
Shelbyville, IN

JoDell K. Main
R 2 Box 199
Dillsboro, IN 47018
812-689-5253

Mrs. Al Martinez
2516 Brice Street
Lafayette, IN 47474

Reba Matthews
1066 E. King
Franklin, IN 46131

Ellen Mize
ABE Box 193
Vincennes University
Vincennes, IN 47591
812-882-3350, ext. 264

Sandra Moyer
Reading Clinic
Purdue Univerity
West Lafayette, IN 47907
494-8796

Clara Palm
Reference Dept., Michigan City Public Library
Eighth & Spring St.
Michigan City, IN 46360

Ms. Ruby Palmer
Logansport State Hospital
Logansport, IN 46947
317-633-7162

Robert Pasfield
802 West Second Street
Madison, IN 47250

(person to be nominated by:)
Tommy Paul
Continuing Education
New Albany-Floyd Cons. Schools
802 E. Market Street
New Albany, IN 47150

Marilyn Shoupe
Northern Regional Service Center
635 S. Main
South Bend, IN 46601
289-7904

Gary Sweatman
RR #2, Box 388
Gosport, IN 47433
829-3994

JoAnn Vorst
605 N. 6th St.
Lafayette, IN 47905
742-0075

Harold Wilson
ABE
Indianapolis Public Schools
120 East Walnut St.
Indianapolis, IN 46204

Mrs. Robert M. Wiltrout
1112 N. Ironwood Dr.
South Bend, IN 46615
234-4206

Two participants from:
Monroe County Public Library
303 E. Kirkwood Ave.
Bloomington, IN 47401

Directions to Workshop Location

The LIT-TV workshops will be held in the Best Western Beech Grove at 4514 South Emerson Avenue in Indianapolis. This is located just off Interstate 465, and should be easy to find. To make your travel simplier, here is a map of Indianapolis, and notice that the Best Western is marked in the southeast corner of the map. We're looking forward to seeing you at the workshops. Drive carefully!

Best Western
INTERSTATE 465
INTERSTATE 70
INTERSTATE 65
INTERSTATE 74
INTERSTATE 69
INTERSTATE 74
INTERSTATE 70
INTERSTATE 65
INTERSTATE 69
INTERSTATE 465
INTERSTATE 465
INTERSTATE 465

LIT-TV WORKSHOP QUESTIONNAIRE

Name_____

In order to continually upgrade the LIT-TV program, and to evaluate its effects, we are asking the workshop participants to complete this form and return to us before the first workshop on September 23. Based on your knowledge of literacy instruction and the adult learner, would you please complete these questions?

1. The major areas that are covered in the LIT-TV programs are listed below. Rank order those areas you are familiar with (put a 1 by the area you are most familiar with, 2 by the second, etc.)

_____ Language Experience Approach
_____ Patterns in Language
_____ Word Analysis Skills
_____ Comprehension
_____ Assessing Learner's Background
_____ Building Relationship with Learner
_____ Preparing Instructional Activities
_____ Implementing Instructional Activities

2. Using the same list, plus any areas you would add, rank order the areas according to the importance you feel they have in literacy instruction:

_____ Language Experience Approach
_____ Patterns in Language
_____ Word Analysis Skills
_____ Comprehension
_____ Assessing Learner's Background
_____ Building Relationship with Learner
_____ Preparing Instructional Materials
_____ Implementing Instructional Activities
_____ Other (please specify)_____

_____ Other (please specify)_____

3. Reading is often viewed as an aid to coping with life. What types of things do you think an adult needs to be able to read to be functional in our society?

_____

_____

4. LIT-TV utilizes video tapes to aid tutor training. What advantages do you see in this method for what you want to do? _____

_____

What disadvantages? _____

_____

5. One of the LIT-TV sessions is on Word Analysis Skills. With which of these skills are you familiar?

_____

_____

THE NEXT FEW QUESTIONS INVOLVE SOME ROLE-PLAYING ON YOUR PART.

Jackson is a 37 year old truck driver. He dropped out of school early in life to work. He manages to recognize most road signs and items on a menu, but can read little else. He comes to you because he wants to stop driving trucks and feels he has to learn to read to be successful in a different job.

6. How would you begin working with him (at the first session)?_____

_____

7. Later, you arrange for another tutor to work with Jackson. This tutor tells you that Jackson recognizes a great many words, but doesn't understand them. What suggestions might you give the tutor to help develop Jackson's comprehension?

_____

_____

_____

8. This same tutor later tells you he wants to try a language-experience approach with Jackson, and asks you how to do it? How would you simply describe this?

_____

_____

_____

9. You observe one of the tutoring sessions with Jackson, and notice that he doesn't seem to have a developed sense of the flow or structure of language. Are there any suggestions you would make to the tutor to help Jackson understand and use the patterns in language in his reading? What would you suggest?

_____

_____

_____

10. Some of the questions on this form may seem inconsistent with your own experience or training in working with adults. Please use the remaining space to add any comments you feel are important, (including successful approaches you have used that we did not mention, etc.).

Thank you for your time and attention in completing this form. Please return, in enclosed self-addressed envelope, to: LIT-TV, Reading Practicum Center, c/o Institute for Child Study, 10th and By-pass 46, Bloomington, IN 47401.

D: Mailing Five

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INDIANA UNIVERSITY
Institute for Child Study
BY PASS 46
BLOOMINGTON INDIANA 47401

LIT-TV

812-337-9160

October 12, 1977

We're looking forward to seeing you on the 14th and 15th of this month! We plan to talk about local workshops that have been conducted, and review the Language Experience Approach and Patterns in Language, on Friday night. On Saturday, we will be covering Word Analysis Skills. Because of the quantity of material we will be covering, we'd like you to read through the pink section of the manuals, and pages 171-185, before we meet. Thanks!

We mentioned the possibility of receiving credit for participation in LIT-TV. We will be offering three credit hours. The following requirements must be met for credit:

1. Attend all three LIT-TV workshops in Indianapolis.
2. Conduct local workshop(s) using LIT-TV materials.
3. Submit a five-page final report on local workshop(s).
4. Show the responsibility of each participant, if a group effort.
5. Submit a list of people taking part in the local workshop(s). This should be brought to our October meeting, if feasible. If not, this should be turned in at the November meeting.

Registration for this course (W505) credit will be conducted on Friday, November 19 at 6:30 .(right before our November meeting.) Tuition of $32 per credit hour (or $96 total) will be charged.

Lastly, let us know if we can help you with local workshops, film showings, etc. in any way. See you in a week!

Sincerely,
Bluey Diehl
Bluey Diehl (for the LIT-TV staff)

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D: Mailing Six

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INDIANA UNIVERSITY
Institute for Child Study
BY PASS 46
BLOOMINGTON INDIANA 47401

LIT-TV

812-337-9160

November 11, 1977

We're looking forward to seeing you on the 18th and 19th! We plan to talk about the local workshops that have been held, and review Word Analysis Skills on Friday night. On Saturday, we'll be covering Comprehension, and going through the trainer materials. We'd suggest you look through pages 105-131 and 169-186 in the manual before the workshop.

We'll be showing the LIT-TV films and other literacy materials, as available, from four to six on Friday afternoon (before the workshop) for any of you who might want to come early and see them.

Also, registration for credit will be conducted on Friday, at 6:30. Tuition of $32 per credit hour (or $96 total) will be charged. The requirements which are to be met for credit are: attend all three training workshops; conduct local workshop(s) using LIT-TV materials; submit a five-page final report on local workshop(s); show the responsibility of each participant, if a group effort; and submit a list of people taking part in the local workshop(s). If you haven't completed any of these requirements for credit by our November meeting, but plan to complete them by the end of this semester, please make arrangements with Dr. Newman during this workshop for turning in the assignments. Thanks!

Lastly, if you have films or video copies of the LIT-TV programs and are done using them, please bring them with you to this last workshop. There's been a lot of demand for the materials, and this will help us get the films to others who need them.

Looking forward to seeing you in a week!

Sincerely,
Bluey Diehl
Bluey Diehl (for the LIT-TV staff)

D: Mailing Seven

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INDIANA UNIVERSITY
Institute for Child Study
BY PASS 46
BLOOMINGTON INDIANA 47401

LIT-TV

812-337-9160

November 25, 1977

Now that the Indianapolis workshops are done, we're busy duplicating and distributing materials, and assisting in local workshops, where requested. We're also completing an evaluation of this phase of the LIT-TV project. We would like your assistance in doing this. Enclosed is a copy of the original questionnaire sent to all the participants. If you had returned the original, you will find that the enclosed copy includes a Xeroxed copy of your answers to questions 3 through 10. We would appreciate it if you would complete questions 1 and 2 again, and add anything you wish to your original answers for 3-10. (You can write on the back of the form if more space is needed.) We hope to get an idea of how your opinions and knowledge changed as a result of your participation in LIT-TV, so please be frank. If you had not recieved - or returned - the original questionnaire, would you please fill out the enclosed one?

Thank you for your time and attention. When completed, would you please mail us the questionnaire in the enclosed envelope? Thanks.

Sincerely,
William Diehl

William Diehl
(for the LIT-TV staff)

Indiana University
Literacy Instructor Training Workshops (LIT-TV)
Indianapolis, Indiana
September 23-24, 1977

WORKSHOP I

FRIDAY, September 23

4-6	Registration
7:00	Session I
	TV/Film: "Talking It Over"
	Participant Swap Shop
	Announcements
9:30	Discuss Conducting Local Workshops

SATURDAY, September 24

8:30	Coffee and Danish
9:00	Partners develop Language Experience story #1
9:15	Partners develop Language Experience story #2
9:30	View "Language Experience" TV/Film
10:00	Write second version
10:30	Break
10:45	Discussion and Sharing
11:45-12	Resources

SATURDAY AFTERNOON

Working Through a Sample Agenda: "Patterns in Language"

1:00	STEP 1: Prepare
1:45	STEP 2: View TV/Film "Patterns in Language"
2:15	STEP 3: Read and Work
2:45-3	Wrap Up

Indiana University
Literacy Instructor Training Workshops (LIT-TV)
Indianapolis, Indiana
October 14-15, 1977

WORKSHOP II

FRIDAY, October 14

4-6	Registration
7:00	Session I
	Reports from the field
	Followup: Language Experience
8:00	Followup: Patterns in Language
8:55-9:10	Break
9:10-9:30	LIT-TV: Points of View

SATURDAY, October 15

8:30	Coffee and Danish
9-9:10	Announcements
9:30	Film III: "Word Analysis"
9:50	Diagnosis
10:30	Break
10:45	Work Groups: "Word Analysis"
12:00	Lunch

SATURDAY AFTERNOON

1:00	Perspectives
2:00	Wrap Up

Indiana University
Literacy Instructor Training Workshops (LIT-TV)
Indianapolis, Indiana
November 18-19, 1977

WORKSHOP III

FRIDAY, November 18

4-6	Registration Viewing of LIT-TV films and other material as available
6:30	Credit Registration with Joe Ferrer
7:00	Session I Reports from the field
8:00	Patterns in Language Word Analysis
8:30	Break
8:45	LIT-TV film: "Comprehension" Develop Case Study (use format pp. 22-25 in LIT-TV manual) Assignment: Review pp. 102-131

SATURDAY, November 19

8:30	Coffee and Danish
9:00	Announcements
9:10	Comprehension: Literal
10:15	Break
10:30	Comprehension: Inferential Comprehension: Sensing Relationships
11:00	Share
11:35	LIT-TV film: "Talking It Over"
12:00	Lunch
1:00	Using Case Studies
2:00	Share results
2:30	Evaluation

Literacy Instructor Training Workshops

Workshop I: Staff Agenda

Friday, September 23, 1977

4-6 Registration

7:00 Session I

Introductions: LIT-TV Staff

Film: "Talking It Over"

Participant Swap Shop

Use of Manual, p. 13

Announcements

a. Clarifications
focus of workshop: ABE, not LD (Lavon Coate will discuss)

b. Confirm Saturday morning schedule

c. Confirm October meeting (14th-15th)

d. Confirm November meeting (18th-19th)

e. Motel room available for smoking across the hall

f. Materials: may be checked out Saturday at 3:00
The staff will be available at 9:30 tonight to discuss.

g. Course Credit: can be worked out for those interested.
See Dr. Newman

h. Resources Display: Several items mentioned in the manual are available for perusal.

9:30 Discuss Conducting Local Workshops

Literacy Instructor Training Workshops

Workshop I: Staff Agenda (continued)

Saturday, September 24, 1977

8:30 Coffee and Danish

9:00 Partners develop Language Experience story #1 (write with carbon)

9:15 Partners develop Language Experience story #2 (write with carbon)

9:30 Reconvene:
View "Language Experience" TV/Film

10:00 Write second version

10:30 Break

10:45 Discussion and Sharing

11:45-12 Resources: LIT-TV Staff
Participants

Saturday Afternoon

Working Through a Sample Agenda: "Patterns in Language"

1:00 STEP 1: Prepare

Previewing: Overview contents, pp. 36-54

With partner: complete pp. 36-40

In total group: pp. 41-43

In groups of 4: pp. 44-50

Individually: pp. 51 and 52

1:45 STEP 2: View TV/Film "Patterns in Language"

2:15 STEP 3: Read and Work

2:45-3 Wrap Up

1. Bluey: "Which techniques used in this workshop can you see adapting to your local situation

3:00 2. Announcements : on next page

Literacy Instructor Training Workshops

Workshop I: Staff Agenda (continued)

Saturday Afternoon, September 24, 1977

3:00 Wrap Up

2. Announcements:

Turn in name tags to Riki

Make reservations with Riki (by the door)

Bring all materials with you next time

About ordering:

a. Immediate need?

1.) 1 set of 16 mm film available

2.) 3 sets 3/4" cassettes available

These may be borrowed

b. Longrange need?

If you have film send it to us and we'll make a set of materials.

1.) 3/4" cassette color or black and white

2.) ½" reel-to-reel

We'll mail or deliver (or bring to the next workshop)

c. Longrange need?

If you don't have film fill out brochure if you wish to apply for permanent tape and print materials.

LIT-TV October 14-15, 1977 Workshop

Staff Agenda

FRIDAY

7-8	Introduce new participants Reports from the field: Audrey Kurman, Juanita Biller Workshops completed? Workshops planned? Followup: LANGUAGE EXPERIENCE (see separate agenda attached)
8-8:55	Followup: PATTERNS (see separate agenda attached) TRAINER section of manual: highlights and questions
8:55-9:10	BREAK
9:10-9:30	LIT-TV Point of View sections Why were they included? How does background of team members tie-in with sections? Rationale for order of skills in manual context...picture clues...phonics...sight vocab...structural Team members present or read Bluey: context Carey: picture clues Mike: phonics Riki: sight vocab Mary: structural analysis
9:30	Discuss as needed credit participation local workshops view any video tapes

SATURDAY

9-9:10	Announcements
9:10-9:30	Needs Analysis
9:30-9:50	FILM III: WORD ANALYSIS
9:50-10:30	Discussion: diagnosis
10:30-10:45	BREAK
10:45-12	Workgroups:(see separate agenda attached)
12-1	Lunch
1-2	Perspectives: Laubach, LV, Maryland, LIT-TV III
2-3	Wrap Up: announcements, materials, checkout, assignment: COMP & TALK OVE

LIT-TV October 14-15, 1977 Workshop

Followup: Language Experience

Friday, 7-8 p.m.

1. JoDell read two stories she sent (Ghost Stories)
2. Distribute Language Experience anthologies
3. Discuss and compile a list of the varieties of language experience activities which participants have tried (manual, p.18)
4. Extensions (p.19)
   a. Which have been tried?
   b. Which are most successful?
   c. How does manual work with film for those who have tried?
5. Complete "Check Progress" questionnaire (p.20). Everyone fill out.
6. Call on the following to share their responses:
   a. Gary Sweatman, Barbara Bevelhimer
   b. Juanita Biller, Marilyn Shoupe
   c. Clara Palm, Audrey Kurman
   d. Sue Alspach, Judy Greeson
   e. Gloria Elliott
7. Examine references on Language Experience (p. 27) (Mary)
8. Note that all graphics are listed in the left hand column of script.

LIT-TV October 14-15, 1977 Workshop

Followup: Patterns

Friday, 8-8:55 p.m.

1. Number off in pairs
2. Complete in November if needed

p.36 Discuss the patterns that exist in language
Discuss how patterns can be useful in teaching adults to read

p.37 List examples (chalkboard)

p.38 Work through together (transparency)

p.39 List names and rhyming words (chalkboard)

p.40 Add to basic list (transparency)

p.41 List items which have a variety of names depending on geographical background (chalkboard)

p.43 Discuss two questions

p.44 Any questions? List words and phrases (transparency)

p.45-47 List examples (transparency)

p.48 What are the implications of an adult's highly developed oral speech patterns (tape to hear?)

p.50 Assignment: Collect variant patterns and bring to bext class.

p.51 List: words that sound the same but do not look alike
words that look alike but do not sound alike

p.54 Discuss how these ideas fit in with Patterns

#1 Index (give)
#2 Index (newspaper)
#3 Outline

p.55 Check progress: have all participants respond

p.56 Develop such an exercise

p.57 Show bibliographic items

p.58-63 ?

D: Staff and Participant Agenda

LIT-TV October 14-15, 1977 Workshop

Word Analysis Skills (Saturday)

1. Needs analysis (Dr. Parer)
2. Film III: Word Analysis
3. Diagnosis

   p. 68 "Introduction"

   pp. 90-91 as pertaining to informal diagnosis

   p. 93 "A Final Word"

   Display of published materials useful in diagnosis (Riki)

   How you might diagnose:

      ability to use context clues
      ability to use picture clues
      ability to use phonic clues
      ability to read sight vocabulary
      ability to use structural analysis

   Emphasize value of taping student reading

4. Look at the Manual

   p. 70 Work together
   71 Stress format of each skill presentation:

      definition, example, instructional tips, point of view

   pp. 72-89 Work through these pages as examples of what you should be familiar with in order to successfully participate in afterbreak workgroups

   p. 75 Discuss story telling technique, or "humming"

5. Workgroups (context, picture clues, phonics, sight vocabulary, structural analysi

   Introduction: why skills are presented in this order
   Emphasize: relative strength, interrelationship
   Procedure:

      1. Number to 8 (all participants should be in groupings before receiving assignment)
      2. Assign case study to groups (2 groups per case study)
      3. Purpose
      4. Task
      5. End product
      6. Sharing by groups

6. Assignment: pp. 95-97. Bring anything which you feel would be beneficial to share in the November Workshop

7. Handout: List of publishers distributed at registration, this may provide you with sources.

LIT-TV

Workshop III
November 18-19, 1977

STAFF AGENDA

FRIDAY, November 18

4-6:00 Registration

Mary take lunch count
Hand out BEAR Criteria Checklist

6:30 Credit Registration with Joe Ferrer

7:00 Session I

Reports from the field

1. Workshops:
   JoDell Main (October 27-28, Versailles)

2. Use of Films:
   Ruby Palmer
   Barbara Bevelhimer
   Audrey Kurman
   JoDell Main
   Richard Eisinger

3. Projected Use of films:
   Judy Greeson-YWCA Reading Academy (Lafayette)
   Clara Palm-Michigan City Showing
   Carolyn Hood-Franklin Workshop

4. Other extensions:
   Newspaper like BBC item that Dr. Parer showed at Workshop II
   Any Language Experience stories
   JoDell Main's daughter's story

5. Kathi Lee's anotated bibliography of adult diagnostic tests.

Questions?

8:00 Check Progress

Patterns in Language
Word Analysis

8:30 Break

LIT-TV

Workshop III
November 18-19, 1977

STAFF AGENDA

FRIDAY, November 18 (continued)

8:45 LIT-TV film: "Comprehension"

1. List types of comprehension mentioned in the film
2. List other types of comprehension that might be used.

Hand out case study ideas from October 14-15 Workshop (II)

Develop case studies individually: staff will choose those to be used in groups on Saturday. The case study should include the physiological, psychological, cultural, and educational characteristics of the learner.

Context: (role of) at different levels-thinking behind layout of the manual.

Assignment: Review tonight pages 102-131

SATURDAY, November 19

8:30 Coffee and Danish

Show video of Kathy and C.J.

9:00 Announcements

Opening Discussion

From what you've read in the workshop on "Comprehension" identify the point of view being taken about comprehension Page 109: That thinking and reading are inextricably bound together, that comprehension is not hetrarchical

Literal Comprehension (page 112)
Given materials developed for ABE (let folks decide which they would like to work with) develop an exercise reinforcing item 1, 2, or 3 . Role play with a partner. Share as appropriate.

10:15 Break

10:30 Comprehension: Inferential
Develop in groups of 4 exercises getting at the inferential level of comprehension using text on page 114 and outline on page 115.

Comprehension: Sensing Relationships
Develop in groups of 4 exercises getting at the relationships level of comprehension using text on pages 114, 116, and 117.

LIT-TV

STAFF AGENDA

Workshop III
November 18-19, 1977

SATURDAY, November 19 (continued)

11:00	Share
11:35	LIT-TV film: "Talking It Over"
	Show Buffalo transparencies
12:00	Lunch
	Show Video of Kathy and C.J.
1:00	In small groups of four and using case study developed Friday evening, develop one day's lesson applying techniques learned in all preceeding workshops.
2:00	Share results
2:30	Evaluation
	Collect BEAR Criteria Checklists with suggestions

D: Calendar of film use

The manuals and free dubbing of tapes or free use of the five films were available to the LIT-TV workshop participants. Below is a listing of manuals given to workshop participants and film reservations made at each workshop:

1. September 23-24, 1977

   a. manuals: 100
   b. films: 1 copy of film 5
   c. tapes: 3 sets of five tapes

2. October 14-15, 1977

   a. manuals: 125
      reserved: 55
   b. films: 1 set of five films
      2 copies of film #5
   c. tapes: 2 sets of 1, 2, and 3
      1 set of 1 and 3
      1 set of 1 and 5
      2 copies of #5
      1 copy of #4
      1 copy of #5

3. November 18-19, 1977

   a. manuals: 25
   b. films: 1 set of all five
      1 set of 1, 3, and 4
      1 set of 4 and 5

The following calendars reflect use of the LIT-TV films and video tapes by work op participants. Included on each calendar are the numbers of the films used, the location of the workshop or showing, and the name of the workshop participant using the films or video tapes. Below is a listing of film titles with number:

#1-Language Experience
#2-Patterns in Language
#3-Word Analysis
#4-Comprehension
#5-Talking It Over

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
OCTOBER						1
2	3	4	5	6	7	8 Audrey Kurman: Monroe County Library Workshop Films 1 and 5
9 Audrey Kurman: Monroe County Library Workshop Films 2 and 3	10	11	12	13	14	15
16	17	18	19	20	21	22
23 Audrey Kurman: Monroe Co. Library Film 4	24	25	26	27 JoDell Main: Versailles Workshop Films 1, 2, and 5	28 JoDell Main: Versailles Workshop Films 3 and 4	29
30	31					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
NOVEMBER		1	2	3	4	5
6	7 Ruby Palmer: Logansport Films 1,2, and 3	8	9	10	11	12
13	14 Delta Kappa Gamma: Bloomington Film 5	15	16 Barbara Bevelhimer: El-Tip-Wa Learning Center, Logansport Films 1 and 3	17	18	19
20 Audrey Kurman: Monroe County Library Workshop Film 4	21 Judy Greeson: Lafayette Workshop Films 1 and 3	22	23	24	25	26
27	28	29 Clara Palm: Michigan City (showing of films) Films 1 and 5	30			

D: Calendar of film use

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
DECEMBER				1	2	3
4	5	6 Susan Clark: Muncie Workshop	7	8	9	10
11	12	13 Carolyn Hood: Franklin Workshop Films 1, 3, and 4	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
JANUARY 1	2	3	4	5	6	7
8	9	10 Susan Clark: Muncie Workshop	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

A variety of supportive materials were distributed at the workshops as follows:

Materials Distributed at Each Workshop

1. September 23-24, 1977

    a. 3 ring binder with LIT-TV manual and pad of lined paper.
    b. plastic zippered pocket folder
    c. LIT-TV pencils with phone number
    d. white two-pocketed paper folder with:

        1. September Workshop Agenda
        2. LIT-TV Fact Sheet
        3. IAPCAE brochure
        4. Motel information

2. October 14-15, 1977

    a. List of publishers of resource materials with addresses
    b. List of possible uses of films 1 and 5 compiled from comments made during Workshop I
    c. Language Experience anthology compiled during Workshop I.

3. November 18-19, 1977

    a. Case Study Ideas compiled during Workshop II
    b. BEAR Criteria Checklist and cover letter

Those of the materials distributed at the workshops (other than the agendas which are included in another appendix) which could be easily reproduced are included in the following pages.

LIT-TV FACT SHEET

The "Adult Functional Literacy Television Tutor Training Program" otherwise known as the Literacy Instructor Training - TV Project (LIT-TV) is a 309 Special Demonstration Project funded by the Department of Public Instruction, State of Indiana and conducted under the auspices of the School of Education at Indiana University-Bloomington. It addresses the problem of training literacy tutors for those adults functioning at the lowest levels of educational development.

Since its inception in January, 1976, LIT-TV has been under the direction of Dr. Anabel P. Newman and Dr. Michael S. Parer of Indiana University. Current team members include: William Diehl, Mary Jackson, Ernie Ortiz, and Carey Tisdal.

The outcome of the past 18 months is a series of five TV/film presentations and supporting print materials which comprise the substance of the suggested workshop revisions. Four sessions focus on literacy instruction: language experience approach, language patterns, word analysis skills, and comprehension. The fifth session focuses on management skills needed to sustain a successful tutor-pupil relationship.

The project's developmental phase has been multi-faceted. The target population was delineated to include both present teachers and tutors throughout Indiana engaged in tutoring adult non-readers, and potential teachers and tutors not yet working with functionally illiterate adults. To date, 506 active teacher/tutors in Indiana were identified. Of this total, 350 literacy instructors expressed a need for in-service training. Also, they indicated that other literacy tutors could be recruited if training were available. In addition, the target population supplied the project team with information which was developed into a detailed needs analysis prior to and concurrent with development. Many of these respondents provided continuous input prior to scripting as well as during production of the programs. Consultants from instructional television, adult literacy tutor training, and reading were also used in the development and production phases. Both the consultants and target population respondents participated in field testing the TV/film components of the workshop through pre-production story boarding methods. In addition, the contact and support of the local literacy volunteer organization, the New Readers in Bloomington, and the Monroe County Library have proven invaluable. The validity of the LIT-TV instructional materials has been greatly enhanced by this multi-faceted development approach.

An effort has also been made to ensure that the LIT-TV's instructional materials are versatile enough to be used by both experienced and novice instructors. Techniques are presented in a simply written and easily accessible manner, and they may be applied in a variety of instructional settings--individual, small group, or classroom.

D: List of publishers

Indiana University
Literacy Instructor Training Workshops (LIT-1)
Indianapolis, Indiana
September 23-24, 1977

Resource Materials

Below is a listing of the publishers of resource materials, each with address:

Allied Educational Council
P. O. Box 78
Galien, Michigan 49113

Association Press
291 Broadway
New York, New York 10007

Bantam Books
666 Fifth Avenue
New York, New York 10019

Book-Lab, Inc.
1449 37th Street
Brooklyn, New York

Eric Document Reproduction Service (EDRS)
P. O. Box 190
Arlington, Virginia 22210

Follet Publishing Company
1010 W. Washington Blvd.
Chicago, Illinois 60607

Harper and Row Publishers, Inc.
10 East 53rd Street
New York, New York 10022

Holt, Rinehart, and Winston, Inc.
Box 3323
Grand Central Station
New York, New York 10017

Houghton-Mifflin Company
2 Park Street
Boston, Mass. 02107

Human Resources Research Organization
300 North Washington Street
Alexandria, Virginia 22314

International Reading Association (IRA)
800 Barksdale Road
Newark, Delaware 19711

McGraw-Hill Book Company
P. O. Box 404
Heightstown, New Jersey 08520

Macmillan Publishing Company, Inc.
866 Third Avenue
New York, New York 10022

Multimedia Education, Inc.
747 Third Avenue
New York, New York 10017

National Association for Public Continuing and Adult Education
1201 16th Street, N. W.
Washington, D. C. 20036

The National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

New Readers Press
Publishing Division of Laubach Literacy International
Box 131
Syracuse, New York 13201

Silver Burdett Division
General Learning Corporation
Morristown, New Jersey 07960

Simon and Schuster
1 West 39th Street
New York, New York 10018

LIT-TV 10-4-77

Possible Uses of Films I and V

I Language Experience:

a. Use with staff training (tutors, teachers, and teacher aides)

From reviewing my notes:it seems that most participants would feel more comfortable using this film in a workshop setting rather than any other purpose. Most seemed to think that the "Patterns in Language" film and "Talking It Over" would be best to use outside of staff training. The concensus was that the "Language Experience" film and "Patterns in Language" were effective as used together in our workshop. Cliff Pilon said that the "Patterns in Language" film bridged "a gap" for him after seeing the "Language Experience" film.

V Talking It Over

a. Teacher training workshops: initial training orientation

b. Enlisting and orienting volunteers

c. With ABE advisory councils

d. To help librarians start a workshop in their own library

e. To show to church members (to interest in working with literacy)

f. To help rationalize building a collection of low level-high interest materials.

g. On public access t.v.

CASE STUDY IDEAS

developed by ABE
WORKSHOP PARTICIPANTS

FROM

LIT-TV October Workshop

Newman and Parer
1977

LIT-TV

Workshop II (Oct. 14-15, 1977)

CASE STUDY IDEAS

CASE STUDY I

John is a 38 year old man. He lived on a farm as a boy, attending school through the 8th grade. He then moved to a large urban area to work in the steel mills. He is married and has 3 children. He has been able to memorize all signs at work, identifying places and machines. He enjoys working on his days off. He is talkative and outgoing. He wants to prove to himself that he is no dummy--and to his children that he can read.

Reading Level:

non-reader
knows a few sight words
knows the sound of letters
has no word attack skills
listening comprehension extremely good

Interests:

hunting
fishing
fixing cars
remodeling home
any kind of repair work
baseball

Goals:

read newspaper
read repair manuals

GROUP A

1. Language Experience stories
2. Structural Analysis
3. Picture catelogue of tools
4. Writing: children's names, stories about family
5. Newspaper: box scores
   store ads
6. Repair manuals: words with pictures

GROUP B

1. Language Experience stories
2. Lessons 20 minutes long
3. Interest Inventory
4. What kind of support he has from home
5. Language Experience story: what he's repaired, short, easy to read, what words he wants to learn.
6. Interest in repair: what he has done
7. Structural analysis: build words
8. Catelogue of equipment: prices, order blanks
9. Picture catelogue of tools
10. Key ring: take words he wants to learn, put on card with hole punched in end to take home, use in context on other side.
11. Stories to read to his children

LIT-TV

Workshop II (Oct. 14-15, 1977)

CASE STUDY IDEAS

CASE STUDY II

Esther is a 16 year old girl. She is in tenth grade and wants to leave school as soon as she is old enough. She is shy, sensitive, and attractive. She misses many days of school because she often has to stay home and care for her younger brothers and sisters when her mother works days. She is embarrassed to admit it, but she likes fairy tales. She feels she is "used" by her mother and is thinking of leaving home to make it on her own. She seems quite intelligent.

Reading Level:

reads at 3rd grade level
listening comprehension better than reading
not motivated to learn

Interests:

favorite class-Art
music
good dancer

Goal:

borrow and read books from school library, as her peers do.

GROUP A

Needs stimulation

1. Language Experience:
   Fairy tales in her own language with illustrations.
2. Frustrations:
   might let off frustrations in stories.
3. Illustrations:
   her own stories (it's important to have a way of expressing herself)
   comic strip stories
4. Music and dance:
   write about feelings elicited by music and dance
5. Myths:
   important to culture
   a way to think through her problems
   tell younger brothers and sisters fairy stories.

LIT-TV

Workshop II (Oct. 14-15, 1977)

CASE STUDY IDEAS

CASE STUDY III

Mary is a 51 year old woman, married and the mother of 5 grown children. She was born in Canada of Welsh background. She attended school only occasionally because of illness--real and imagined. She is still a hypochondriac. She and her husband manage an apartment building. She has many grandchildren ranging in age from 3 to 15 years old. She wants to learn to read to present a better image before her grandchildren and the apartment dwellers.

Reading Level:

knows letter sounds
knows quite a few words by sight
reading comprehension-low
listening comprehension-better
good vocabulary

Interests:

knitting
nursing other ill apartment dwellers

Goals:

receive 8th grade and high school diploma
write letters to grandchildren

GROUP A

1. Use Language Experience to build comprehension:
   apartment dwellers
   nursing others
   using apartment documents to increase self-image
2. Reading instructions (knitting)
   her own, typed
   others
3. Hypochondria:
   discuss openly
   have them have an immediate success
4. Writing:
   give reinforcement, writing letters, etc.

GROUP B

1. Knitting: use for reading directions
2. Welsh background:
   stories from background
   stories in head
3. Writing
4. Reading:
   grandchildren: read to grandchildren, material would be for children and wouldn't insult her
5. Reading aloud to her since her comprehension is high
6. Math: story problems dealing with leases and rents.
7. Sight words, using words she knows to rewrite.
8. Learn to write a gift card for things she makes for her grandchildren.
9. Instead of using driver's manual use First Aid Manual in reading.

LIT-TV

Workshop II (Oct. 14-15, 1977)

CASE STUDY IDEAS

CASE STUDY IV

Frank is a 22 year old umemployed man. He has no job skills and has worked briefly at a variety of odd jobs. He left school at 16 because he saw no reason to continue. He has been having medical and emotional problems and has now realized that some reading skills might improve his employability. He lives at home with his parents and has a lot of time on his hands. Though he is ready to learn to read, he has many bitter feelings about the deal he feels he has received from society.

Reading Level:

knows sounds of most letters
knows some words by sight
comprehends little in reading
low listening comprehension
short attention span

Interests:

television
baseball
cars

Goal:

to get a job

GROUP A

1. Rapport important, trust also
2. Do an interest inventory
3. Informally test, READ or informal reading
4. Proceed with Language Experience story:
5. Base on goal
   What he's done in the past (jobs)
   Baseball:
   tape record stories from books or newspapers
   Read
6. Adult level trade books
7. Phonics:
   name rhyming game
8. Comprehension:
   Find where and when
   Newspaper: car ads
   Coupons: auto tire sales
   Short attention span- work with commercials on t.v.
   match words with products, match names of products
   watch programs with sub-titles
   tour of supermarket

LIT-TV
Institute for Child Study
By-Pass and 46
Indiana University
Bloomington, Indiana

November 15, 1977

Dear Participant,

The attached checklist is under development by the Basic Education and Adult Reading (BEAR) Committee of the International Reading Association (IRA). We would greatly appreciate your examining the checklist and providing us with any suggestions you may have for its revision. We will collect the checklists Saturday afternoon at our final session. If any of you would be able to try out the checklist within the next month please let me know and we will get copies to you.

Thank you,

Anabel P. Newman

Anabel P. Newman
(Co-investigator, LIT-TV)

D: Materials Distributed: Workshop III

ADDENDUM A, Working draft, 10/12/77*

Checklist for Evaluating ABE Instructional Materials

	Publisher's Name			
Content				
1. Is the material adult oriented?				
a. relevant to life experiences?				
b. based on adult psychology?				
c. student centered?				
d. interesting?				
e. fresh?				
f. original?				
g. will it be effective in working with adults?				
h. other?				
2. Will the material contribute to adult communication skills?				
a. will it add to general knowledge of adult?				
b. does the material present language naturally in a way which can be easily learned by the reader?				
c. does the initial material correspond with the reader's natural language patterns?				
d. does it present up-to-date information?				
e. other?				
3. Does the content fit the purpose you and the student want to accomplish?				
a. Does the material include statement of broad goals and specific objectives?				
b. does the content fit the purpose the learner wants to accomplish?				
c. does the content fit the purpose the instructor wants to accomplish?				
d. does the material fulfill a functional purpose?				
e. is the purpose of the material clear?				
f. other?				
4. Does the material promote skills needed in practical reading situations encountered by most adults in daily living? Does the material provide for:				
a. word analysis?				
b. comprehension ?				
c. silent reading?				
d. oral reading?				
e. use of graphophonic cueing system?				
f. use of syntactic cueing system?				
g. use of semantic cueing system ?				
h. prereading skills?				
i. consistency to a particular approach or philosophy?				
j. well constructed reading passages?				
k. a clear progression of ideas or story line?				
l. appropriate vocabulary?				
m. interesting passages?				
5. Does the material depict various cultural, ethnic, and racial groups in a positive way, avoiding outmoded or harmful stereotypes?				

* Developed by Basic Education and Adult Reading (BEAR) Committee of International Reading Association (subcommittee Chairman, Anabel P. Newman), 1977.

Publishers

6. Does the material encourage wide reading?
7. Does the material suggest other resources and activities for student exploration?
8. Does the material promote inductive thinking?
9. Are the student instructions clear and understandable?
10. Are there supplemental materials?
11. Is there AV support?
12. Does the material reflect a reading theory that is widely accepted?
13. Other?

Diagnosis

1. Do the materials take into account different reading levels?
2. Do the materials assist in determining adult strengths in reading?
3. Do the materials assist in determining adult weaknesses in reading?
4. Do the materials include criterion-referenced inventories?
5. Other?

Format

1. Is the material useable?
2. Is the format pleasing and attractive?
3. Would the appearance of the material be likely to cause embarrassment to the student?
4. Other?

Evaluation

1. Does the material offer suggestions for continuing evaluation of the student's progress?
2. Is the material self-paced (i.e., with self-correcting format)?
3. Are provisions for pre- and posttest included?
4. Other?

Instructor Material

1. Are there instructions to assist the instructor in using the material?
2. Are the instructions for teachers clear?
3. Is special training required to handle the instructor material?
4. Can materials be used without use of teacher's guide?
5. Other

Other

1. Is the cost not prohibitive for the intended purpose?
2. Can the material be properly presented with equipment available for use?

Checklist, working draft, 10/12/77 (cont.)

	Publisher's Name	231		
Levels 0-3				
1. Do the materials provide for beginning reading experiences?				
2. Are the selections short?				
3. Are the selections set in large type?				
4. Are the selections set in medium type?				
5. Is there adequate recognition of the amount of reinforcement needed at the beginning levels?				
6. Are there comprehension exercises included?				
7. Is there follow-up activity or reinforcement provided?				
Levels 4-8				
1. Is there some challenge evident in materials?				
2. Is there some challenge evident in materials?				
3. Are the selections designed to evoke discussion?				
4. Are there comprehension questions included?				
5. Is follow-up activity or reinforcement provided?				
6. Are problem solving selections included?				

Process followed in refining the checklist:

1. Reviewed all material submitted from Committee members.

2. Followed up on recommendations as far as possible:

   a. Read Helen Lyman's LITERACY AND THE NATION'S LIBRARIES.

   b. Ordered Pattison and Payne EVALUATION TOOLS FOR ADULT EDUCATION (Follett). Hasn't arrived yet.

   c. Extracted all new ideas from suggestions with help of student interested in ABE and developing criterion checklists for materials.

   d. Categorized all responses

   e. Incorporated suggestions into original checklist

   f. Developed revised checklist and mailed to committee members.

ADDENDUM C

Questions Raised in the Course of Developing 10/12/77 Checklist

1. Ratings

   a. Should there be a total possible points specified for each category?

   b. Should ratings apply to total categories?

      to subcategories?

   c. Should there be weighting of subsections?

   d. Should there be spaces for subtotals to help compare terms as to content, diagnosis, format, etc.

(Personally, I've decided to omit numbers altogether. I think anything we do in this direction at this point will be misleading. For example, I don't think that self-paced is always necessarily good, and yet if we enter it as an item to rate, the user will think that we endorse. I've gone to checklist only on the strength of the fact that in some instances where items would be appropriate in one instance but not in another the user will be able to make a choice depending on local situation and need. Which is as it should be. apn)

2. Levels

   The suggestion was made that we go with narrower groupings, i.e., 0-2, 3-4, 5-6, 7-8.

(Again, personally, I think we'd be better off to go with the broader groupings at this time. Let the refinements take place a few years hence. If we get too refined at this point we may lose users!)

Trainer Materials and Materials for Use with Adults
Displayed at the LIT-TV Workshops:

Adult Basic Education: A Guide for Teachers and Teacher Trainers, (Washington: NAPCAE, 1966).

Ashton-Warner, Slyvia, Teacher (New York: Bantam Books, 1963).

Basic Reading Tutor Training Workshop: Leader's Handbook, (Syracuse: Literacy Volunteers of America, 1975).

1975 Bibliography of Adult Basic Reading Materials, (Syracuse: Literacy Volunteers of America, 1975).

Colvin, Ruth J., and Jane H. Root, READ (Reading Evaluation--Adult Diagnosis), (Chicago: Follett Publishing Co., 1972).

Colvin, Ruth J., and Jane H. Root, TUTOR (Techniques Used in the Teaching of Reading), (Chicago: Follett Publishing Co., 1972).

Dauzat, Sam V.,et al, Teacher's Guide : Steck-Vaughn Adult Reading, (Austin: Steck-Vaughn Co., ,1977).

Dauzat, Sam V., et al, Steck-Vaughn Adult Reading: Reading 1100, (Austin: Steck-Vaughn Co., 1977).

Dauzat, Sam V., et al, Steck-Vaughn Adult Reading: Reading 1200 , (Austin: Steck-Vaughn Co., 1977).

Dauzat, Sam V., et al, Steck-Vaughn Adult Reading: Reading 13[illegible] (Austin: Steck-Vaughn Co., 1977).

Dauzat, Sam V., et al, Steck-Vaughn Adult Reading: Reading 1400, (Austin: Steck-Vaughn Co., 1977).

Dauzat, Sam V., et al, Steck-Vaughn Adult Reading: Reading 1500, (Austin: Steck-Vaughn Co, 1977).

Dauzat, Sam V., et al, Steck-Vaughn Adult Reading: Reading 1600, (Austin: Steck-Vaughn Co., 1977).

Dauzat, Sam V., et al, Steck-Vaughn Adult Reading: Reading 1700, (Austin: Steck-Vaughn Co., 1977).

Goodman, Kenneth S. and Olive S. Niles, Reading Process and Program, (Urbana: National Council of Teachers of English, 1970).

Trainer Materials and Materials for Use with Adults
Displayed at the LIT-TV Workshops (continued):

Handbook for Trainers, (Syracuse: National Affiliation for Literacy Advance, 1975).

Helping Adults Learn: A Handbook for Home Instruction Paraprofessionals in A.B.E., (Morehead, Kentucky: Appalachian Adult Education Center).

Indiana Department of Public Instruction: Tutor Handbook,(Indianapolis: Department of Public Instruction, Reading Effectiveness Program).

Indiana Department of Public Instruction: Tutor Training Manual, (Indianapolis: Department of Public Instruction, Reading Effectiveness Program).

Kennedy, Katherine and Stephanie Roeder, Using the Language Experience with Adults, (Syracuse: New Readers Press, 1972).

Kohl, Herbert, Reading, How To, (New York: Bantam Books, 1974).

Levin, Beatrice Jackson, Real Life Reading Skills, (New York: Scholastic Book Services, 1977).

Mangano, Joseph, ed., Strategies for Adult Basic Education, (Newark: IRA, 1969).

O'Donnell, Michael P., Teaching Reading to the Untaught, (New York: Multi-media Education Incorporated, 1975).

Pollack,Cecelia and Patrick R. Lane, Hip Reader: Volume One, (Brooklyn: Book-Lab, Inc., 1971).

Rauch, Sidney J., ed. Handbook for the Volunteer Tutor, (Newark: IRA, 1969).

Reader Development Bibliography, (Syracuse: New Readers Press, 1974 Supplement, 1975) Compiled by Free Library of Philadelphia.

Shuy, Roger W.,Discovering American Dialects, (Urbana: National Council of Teachers of English, 1967).

Smith, Carl B. and Leo C. Fay, Getting People to Read, (New York: Delta Books, 1975).

Trainer Materials and Materials for Use with Adults
Displayed at the LIT-TV Workshops (continued):

Smith, E. Brook ,et al, Language and Thinking in School second edition, (New York: Holt, Rinehart and Winston, 1970).

Smith, Edwin H., and Marie P., Teaching Reading to Adults, (Washington: NAPCAE, 1962).

Spache, George D., Good Reading for Poor Readers, (Champaign, Illinois: Garrard Publishing Co., various editions).

Wulffson, Don, Getting It Across: Touchstone Series, Teachers Edition, (Austin: Steck-Vaughn Co., 1977).

Wulffson, Don, Moving Along: Touchstone Series, Teachers Edition, (Austin: Steck-Vaughn Co., 1977).

Below is a listing of tests now in the LIT-TV files. Those which were taken to the workshops are marked with an asterisk.

*1. ABLE (Adult Basic Literacy Examination) Levels I, II, and III (New York: Harcourt, Brace, Jovanovich, Inc., 1967).

2. Basic Reading Inventory (Bensenville, Illinois: Scholastic Testing Service, 1965).

3. Bryant: Word Analysis Test (Mankato, Minnesota: Mankato State College).

4. Dolch Word List

5. Gallistel-Ellis (Mankato, Minnesota: Mankato State College).

*6. General Educational Performance Index: A test of High School Equivalency (Austin: Steck-Vaughn Company, 1975).

7. Harris Graded Word List: Informal Textbook Test Curriculum Guide to Adult Basic Education-Intermediate Level (Upper Montclair, New Jersey: Montclair State College, 1966).

*8. Individual Reading Placement Inventory, Forms A and B (Chicago: Follett Educational Corporation, 1969).

9. Idaho State Penitentiary Informal Reading Inventory (Boise, Idaho: The Reading Education Center, Boise State University, 1971).

10. A set of Infromal Interest Inventories (obtained throught the Reading Practicum Center, Indiana University).

11. Informal Reading Inventory (Concord, New Hampshire: Office of Adult Basic Education, State Department of Education).

12. Initial Testing Locator Tests (Upper Montclair, New Jersey: Montclair State College).

13. Kucera-Francis List (Mankato, Minnesota: Mankato State College).

*14. SRA Reading Index (Chicago: Science Research Associates, 1968).

*15. TABE (Tests of Adult Basic Education) Practice Exercises and Locator Test and Level E, Form III (Monterey, California: CTB/Mc-Graw-Hill, 1976).

Listing of adult diagnostic materials (continued):

*16. Test That's Not a Test (T-NAT), Don A. Brown (Greeley, Colorado: Basic Education Trade House, 1974).

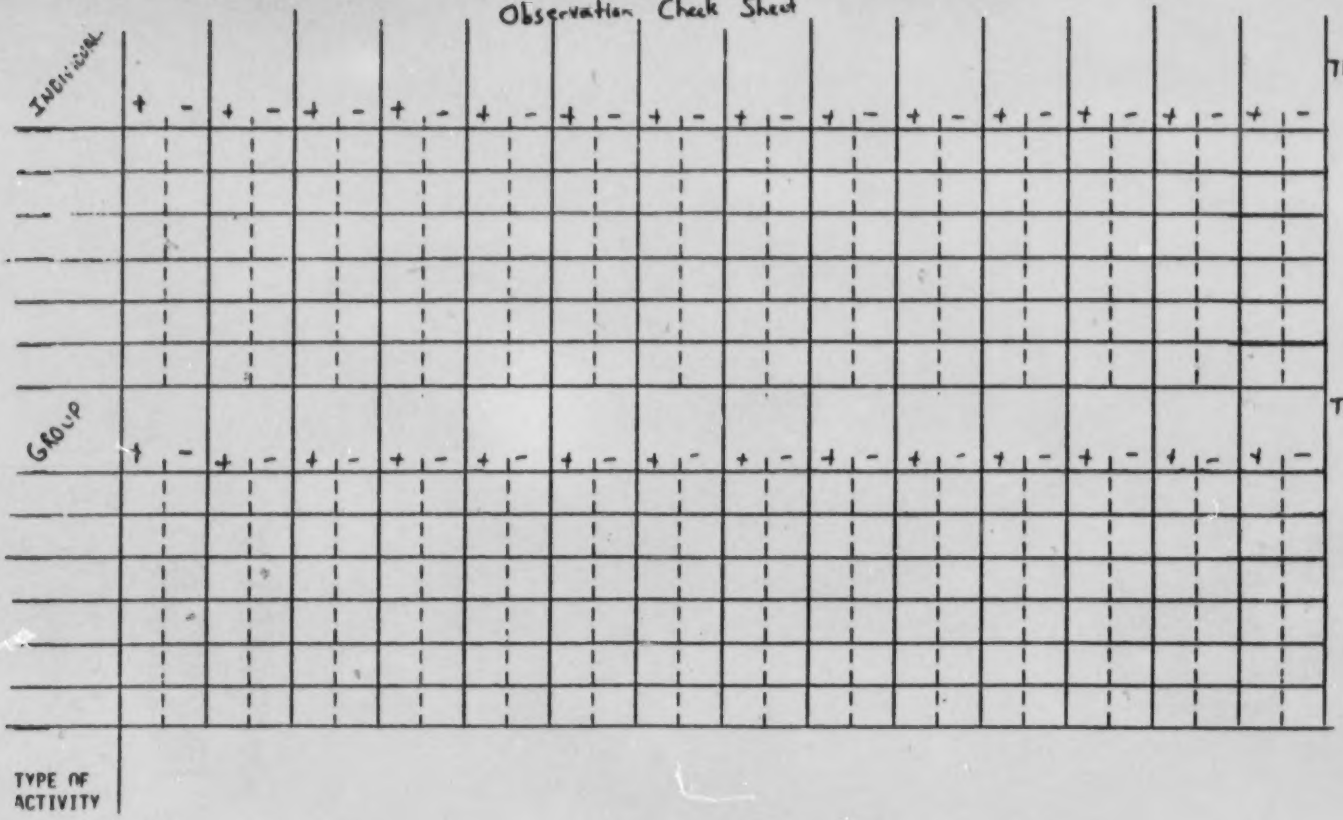
Appendix E: Evaluation

1. Formative Evaluation-Workshops
   a. Evaluation instruments-copies*
   b. Complete evaluation of September workshop
   c. Evaluation of participants' knowledge of word analysis skills
   d. Complete evaluation of October workshop
   e. Final evaluation: all workshops
2. Summative Evaluation
   a. Letters, clippings, etc.

*In addition to the Observation Check Sheet and the "Check Progress" Questionnaires (examples follow), a "Background Information Form," and a pre- and post-test "Participant Questionnaire" were used as evaluation instruments. The latter two forms are included in the appendix of "Mailings" since these were sent to all participants.

E: Evaluation Instrument;
Observation Check-Sheet

Observation Check Sheet



Positive:
- eye contact
- leaning closer
- positive facial expression
- note taking (or participating in activity)
- showing agreement, nodding, humor

Negative:
- distracted
- yawning
- negative or bored facial expression
- doddling (or withdrawn from activity)
- showing disagreement, frowning, shaking head

E: Complete Evaluation of September Workshop

Three types of evaluative information was collected at this workshop: a time-series check list of attending behavior; informal interviews with selected individuals; and a formal evaluation session with all participants. In addition, a pre-test measure was turned in by most (22) of the participants; a post-test on cognitive growth covering the content of the first workshop will be administered at the start of the second workshop. An overall post-test will be administered at the last session and should yield additional information about cognitive growth and affective change. The results of these three measures, used at the first workshop, follow, along with general statements about the effectiveness of the first workshop and suggestions for subsequent workshops.

TIME-SERIES CHECK SHEET

Attending behaviors were measured using an instrument developed by M. Parer and B. Diehl, developed after the Flanders model. Five positive and five negative behaviors were watched for - Positive: eye contact, leaning closer, positive facial expression, note taking (or participating in activity), and showing agreement, nodding, humor; Negative: distracted, yawning, negative or bored facial expression, doddling (or withdrawal from activity), and showing disagreement, frowning, shaking head. Participants were observed for five seconds and a count was taken of each positive or negative behavior shown. Only these ten behaviors were watched for, for it was felt that this would ensure consistency in scoring.

Six individuals were randomly selected from the total group for observation. These six individuals were observed, each for five seconds (with ten seconds alloted for filling in the form for each person), and then the entire group was observed (by individuals, in a consistent clockwise sweep. Again, five seconds was alloted for observation of the individual, and ten for completing the form.) Thus, the six individuals were observed, then six people from the group, then the six selected individuals again, and so on.

The results from these observations are plotted on Chart 1. Solid bars indicate number of negative behaviors; hashed bars indicate number of positive behaviors. The particular activities that were being carried out during each observation are written at the bottom of the chart. There were a total of 30 (6x5) positive, and 30 negative behaviors possible during any observation. Thus, those activities with the highest positive and lowest negative bars can be viewed as most successful in holding attention.

From the chart, using these behaviors as indicators, it is clear that the workshop was quite successful in evoking the interest of the participants. The activities that seemed most successful included: 1. writing the Language Experienc stories; 2. discussing the stories written by participants; 3. most of the work done in small groups for the Patterns in language section. Less successful activities (which in two cases followed meals, which may account for lower attending ranks) include: 1. the discussion immediately following the Language Experience film; 2. The discussion of the Language Experience approach, after the second story had been written and before the stories by individuals were shared; and 3. the discussion following Patterns in Language film.

E: Complete Evaluation of September Workshop

INFORMAL INTERVIEWS WITH SELECTED INDIVIDUALS

Six individuals were randomly selected to be interviewed at various points in the workshop. Interviews were conducted informally during breaks or at meals. The individuals were not told that they were being interviewed, and thus the structure of the interview was conversational. Notes were taken as soon after each interview as possible. Although all six were interviewed at least once on Saturday, no two were interviewed after the same activity because of time restrictions. Here are paraphrases of the main points brought up by individuals:

Individual 1 (interviewed after writing first Language Experience Story):
That was so hard! To talk about yourself and have it written down by someone else really is difficult. Now I see why adult learners hem and haw when faced with this seemingly easy task!...I found it hard to edit my thoughts down to something simple... tried to keep the story to just four sentences, but I kept wanting to add more, and felt disappointed that I couldn't include everything. I really have a better feeling for the experience students go through dictating stories to me.

Individual 2 (interviewed after viewing Language Experience film) I still think we need to use phonics, but I see the use of the Language Experience approach with those who don't know their sounds...It's a good way to start successfully with these students...I can see adapting it, too, especially using repeating words, and putting words and sentences from the story on flash cards to reinforce knowing the words and sentences, and not just repeating a memorized version of the story...The most important thing to me about doing a story and then viewing the film is that you <u>really</u> learn it!

Individual 3 (interviewed after viewed Language Experience film):
I was confused about TV role of workshops...was under the impression that these were for public distribution (like on regular TV stations)...I already have an excellent method of tutoring (Laubach), what about someone like him (Cliff Pilon), who doesn't? The films and work we've done doesn't lay it out in a way someone can follow it step-by-step...How does someone untrained know what to do next?

Individual 4 (interviewed after morning workshop):
This has all given me alot of good ideas; I've not worked with literacy before, and this session has really helped with ideas and insights. I wonder, though, about using these things with groups. How would you adapt the Language Experience stories when you're working with a group instead of an individual? I'll be working only with groups, and need to see the application of things to groups.

Individual 5 (interviewed after working in book on Patterns in Language):
I wish we had had more time or more direction. I really didn't agree with the basic ideas of one of the members of our group, but we didn't have enough time to iron out our differences before working. So it went very slow at first, and finally we just all decided to work alone and check back with each other at the end. I hadn't realized how different people's feelings about literacy work could be...Our understandings of the questions in the book were really different. This made it impossible to come close to completing the assignment in the time given...

Individual 6 (interviewed after viewing Patterns... film)
I really see now how the workbook and films go together. I thought that they were supplementary before...I wish the relationship between the books and

E: Complete Evaluation of September Workshop

films had been spelled out in the beginning. We didn't use the books at all in the Language Experience section...I can really see using both the books and films with tutors...I also see how the patterns in language ideas bridge the gap between Language Experience stories and new words for the adult. I really can see a continuity in the two approaches...in fact, I can see using them simultaneously.

E: Complete Evaluation of September Workshop

FORMAL EVALUATION, SEPTEMBER 24

At the close of the first workshop, the group of 34 participants was asked several questions by Dr. Newman. These questions were prepared to get information about participant reactions, and to help us prepare the second workshop.

Dr. Newman: During the weekend we viewed three of the LIT-TV films ("Talking it Over", "Language Experience Approach," and "Patterns in Language." What are your reactions to these films?

Comments: Really valuable.
Good explanations.
The repitition in the films was good - showing how something's done, talking about it, then showing again.
I felt like I could do many of the things after seeing them done.
I feel like I missed alot in the last film ("Patterns in Language"). There was alot of information and I had trouble fitting it together.
Several people felt that "Patterns..." needed to be seen twice.

Dr. Newman: How do you see using these films and materials?

Comments:
I hope to get a group of people interested in literacy (at a library) and I feel I could show them the films and get them interested.
I see "Talking it Over" especia-ly useful for that sort of thing.
Why was "Talking it Over"shown first, when it's listed as number 5?

Dr. Newman: We felt that the film could either be shown first or last. It could be an introduction or a summation...or both.

Comments:
(Several people expressed idea that they felt "Talking it Over" should be shown first.)

Dr. Parer: How valuable would number 1 ("Language Experience Approach") be...Where do you see it fitting in?

Comments:
You could show it to the board (of directors) to show them that literacy tutoring could easily be done with volunteers.
I would use "Talking it Over" with a board. But when I first met with volunteers, I'd show them "Language Experience Approach" to soften them up - to show them they could tutor.

Dr. Newman: You might consider having once a month workshops with your tutors. You could include practice, and introduce new techniques.

Comments:
I have problems starting out with Language Experience Approach. I have misgivings about the jump between writing language experience stories, and actually reading them. I think you need an additional program...showing like how Mr. Thompson got from not reading at all to reading his stories. Is there a pattern for systematic progression?

Dr. Newman: The pattern grows out of the needs and the background of the student and the teacher. (She explains a few different types of approaches.)

E: Complete Evaluation of September Workshop

Comments:

I feel that with language experience stories, the students are just memorizing words...just sight-reading. If Mr. Thompson read some words in a new story, what would he do?

I agree. I don't think you should introduce whole words 'before book four.' (A reference to Laubach, Book 4...i.e., that all phonetic components should precede whole words.)

Well, I had similar concerns about step-by-step progression, but I saw this progression developing in film 2 ("Patterns...") I could see how you can build on language experience stories...build in word attack skills and so on.

Dr. Parer: I'd like to point out that the scripts for all the films are in the back of each section. These were included to help you review or clarify points.

Dr. Newman: What about the participant swap shop we did last night? Did you find this worthwhile? Should we do it again?

Comments:

(General agreement about the value of swap-shop in breaking the ice. People said they would probably do the same at local workshops.)

Dr. Newman: What about a swap-shop next time to go over local workshops that have been held?

Comments:

(General agreement. General feeling that this would be valuable to them in planning own workshops)

Dr. Newman: A third activity we did this weekend was to write language experience stories. Any reactions to this?

Comments:

(Most people said they would do the same type of thing - write stories, view the film, and rewrite stories - at their local workshops.)

I see the film and stories just as an introduction.

I felt the need for support materials. I wanted the film to show you what else to do with the stories.

Dr. Newman: The manual does this. There are several suggestions for how to use the stories...

Comments:

On the film it showed Mr. Thompson when he was just starting, and then much farther along. It didn't show what happened in between...

I felt the same way. I'd like to know what to expect from a new reader...and how to use Language Experience to move him along.

Dr. Newman: We did not use the manual in this section, but alot of these concerns are answered in the manual. It would probably be helpful to go through some this next time...We'll do it first thing.
We also worked on Patterns in Language in the manual. Any reactions?

Comments:

It was good. I felt like I really needed to do it.

I learned a lot.

E: Complete Evaluation of September Workshop

I was confused about the grouping. I think we would have naturally asked the people around us about parts we weren't sure of.
In our group, we ended up doing it individually, then discussing it as a group.
We didn't get anywhere near finished. (General agreement to this.)

Dr. Newman: We'll take some time next workshop to go over and complete those sections.

SUGGESTIONS FOR SECOND WORKSHOP, BASED ON THIS EVALUATION, and EVALUATION BY SELECTED INDIVIDUALS:

1. We need to review manual sections of "Language Experience Approach" and "Patterns in Language."
2. We should re-show "Patterns in Language""film.
3. The purpose for doing various activities should be made clear. ("This is something which you could use with your tutors..." "This explains the idea of..." etc.)
4. The overall purpose of LIT-TV workshops should be spelled out. Apparently, some people did not read carefully the Fact Sheet and other information sent out, and really were unclear about the whole project.
5. The interrelationship of the manual and the films should be reiterated.
6. Some thought be given to groupings in working out sections of the manual. Problems arose when people of varying views about literacy were placed together.
7. Sufficient time should be allotted for working on sections in the manual.
8. Ways of integrating the ideas in "Language Experience Approach", "Patterns in Language," and "Word Analysis Skills" showed be suggested.

E: Complete Evaluation of
September Workshop

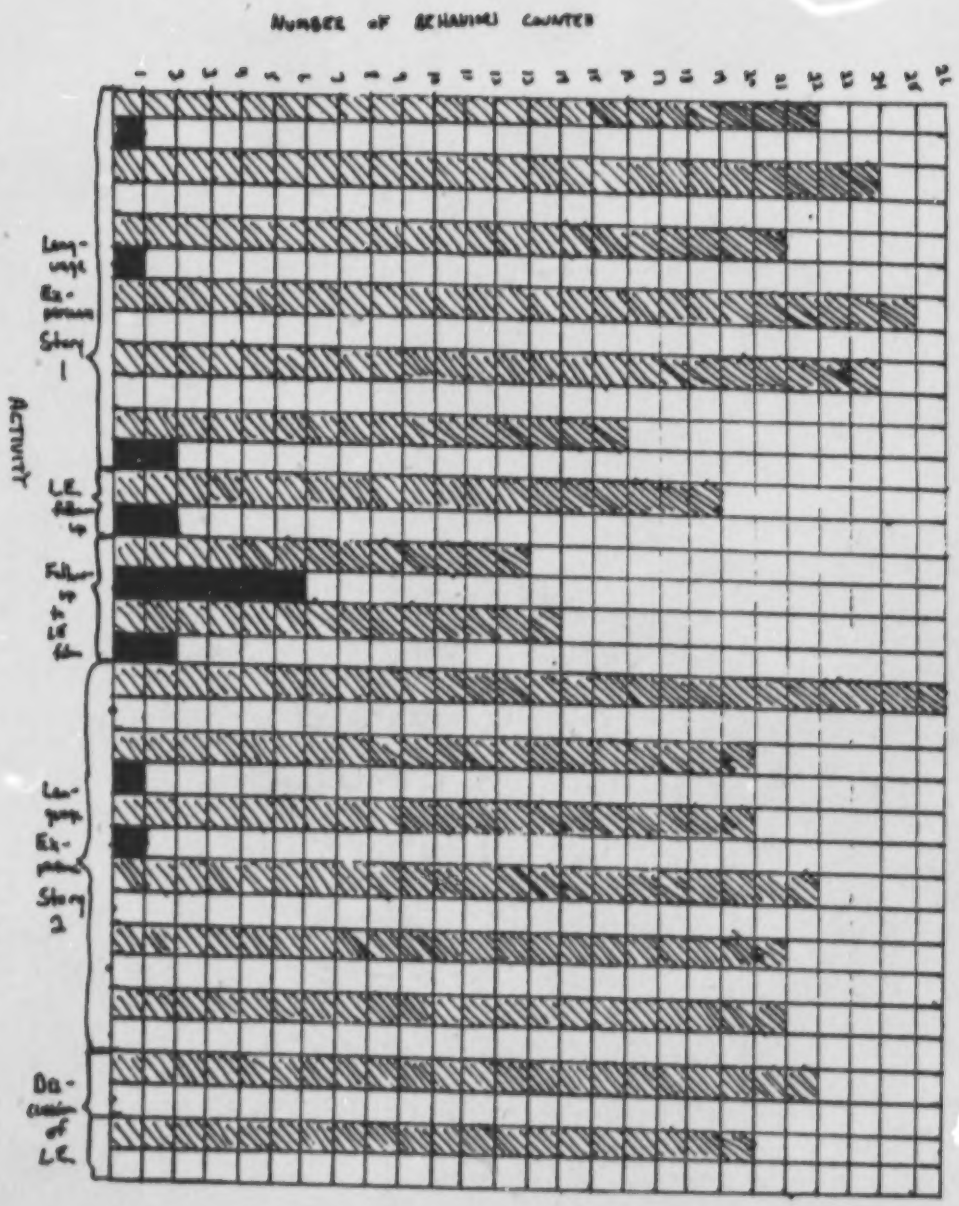


CHART 1a: WORKSHOP 1, ATTENDING BEHAVING

E: Complete Evaluation of
September Workshop

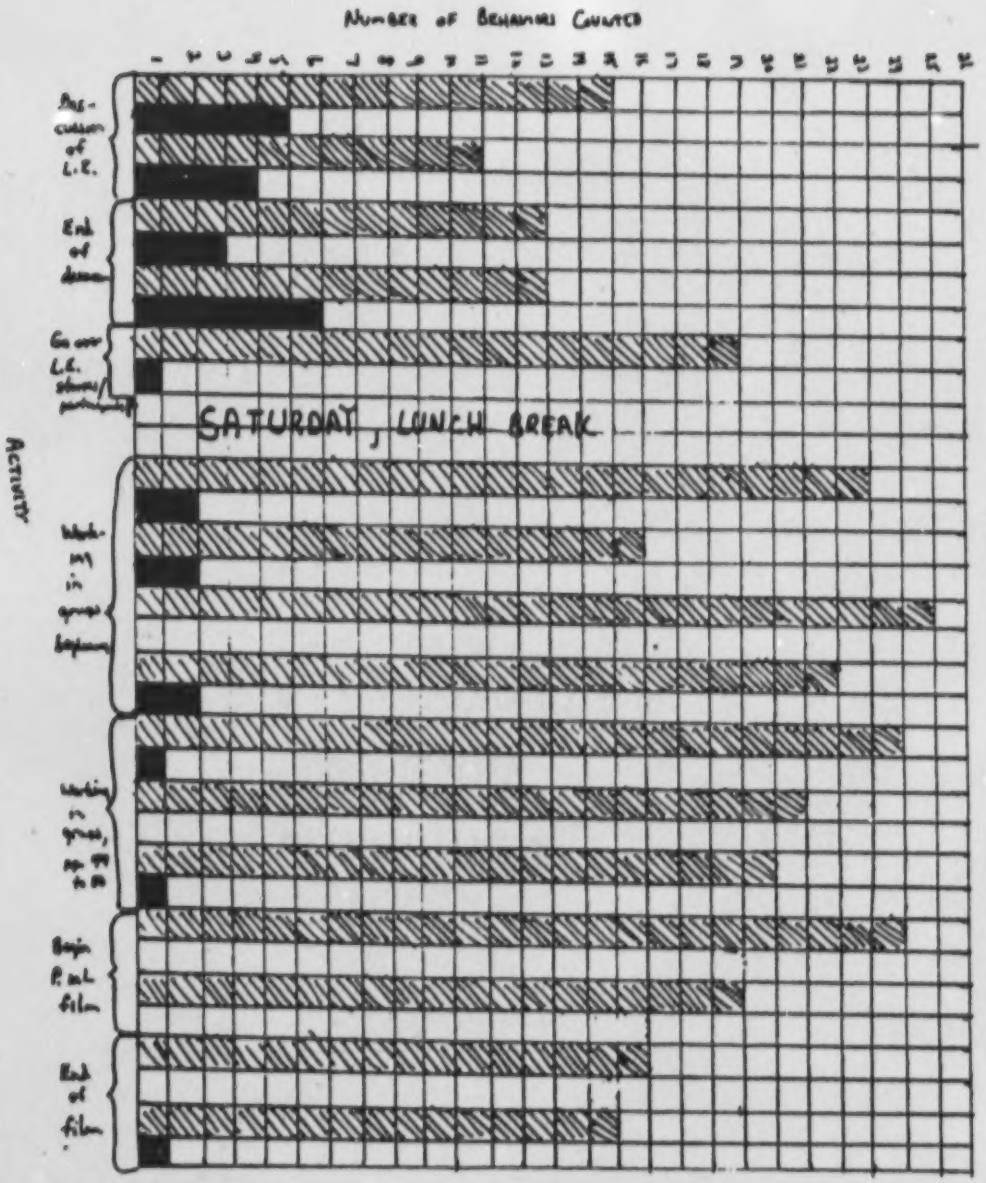


CHART 16

E: Complete Evaluation of
September Workshop

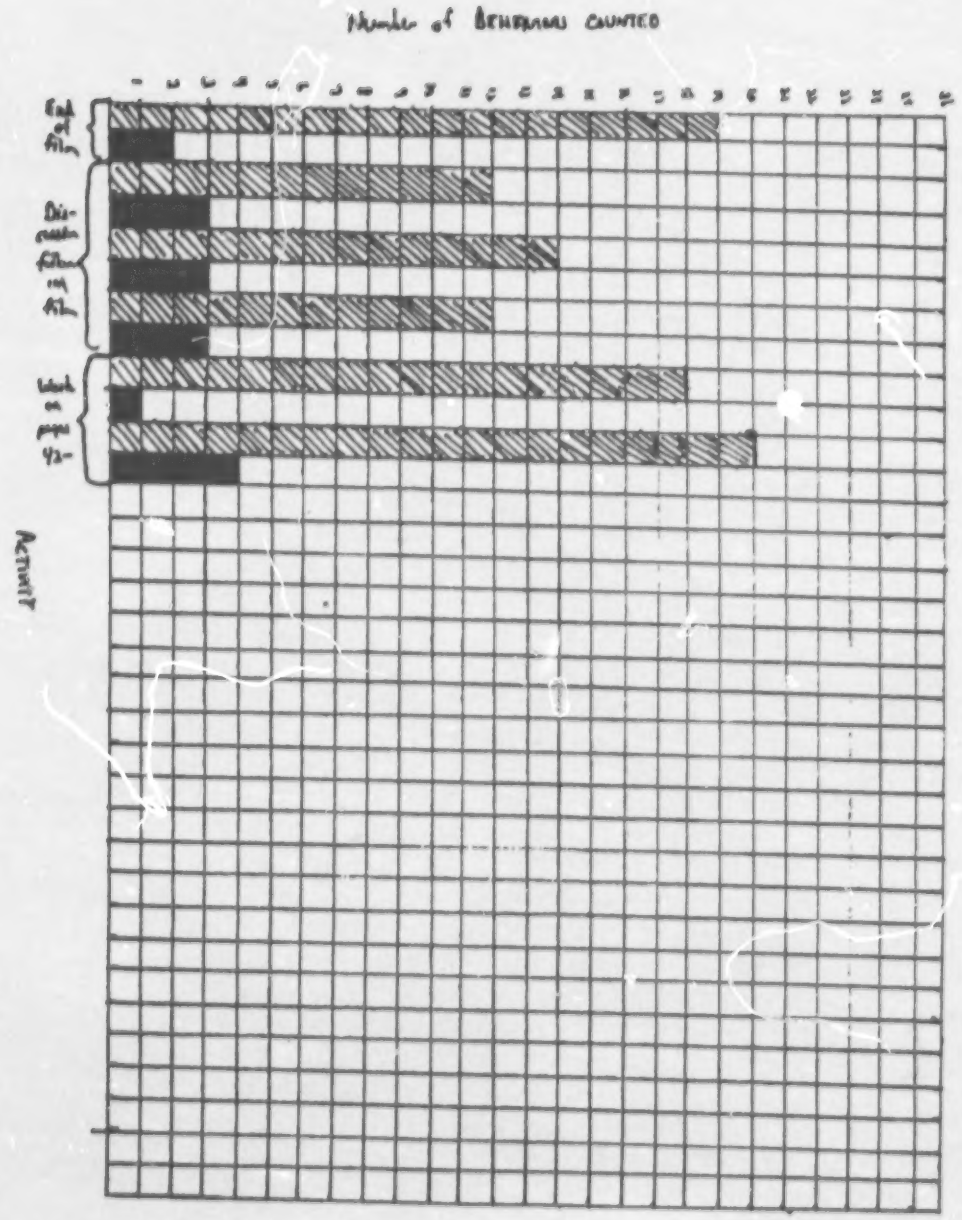


Chart 1c

E: Evaluation of participants' Knowledge of word attack skills

On the "LIT-TV Workshop Questionnaire," completed before the first workshop, participants were asked to answer several questions. In the first question, they were asked to rank Word Analysis Skills along with seven other areas covered by LIT-TV, and felt to be important by other tutors (based on needs assessment, 1976), in terms of their familiarity with each skill. In question two, the participants were asked to rank the same list in terms of the importance they felt each area had in literacy instruction. (The seven other areas were: Language Experience Approach, Patterns in Language, Comprehension, Assessing Learner's Background, Building Relationship with Learner, Preparing Instructional Activities, and Implementing Instructional Activities.)

The fifth question on this form stated: "One of the LIT-TV sessions in on Word Analysis Skills. With which of these skills are you famioiar?" In addition, participants were given space to add comments of their own. Thus, we have three to four measures of the participants' feelings about, and knowledge of, Word Analysis Skills.

The following are individuals' responses to questions 1,2, and 5 (any additional comments they might have made.) Following this individual breakdown, an analysis of the group responses is included. (WAS is the abbreviation for Word Analysis Skills).

1. Sue Alspach -
   #1 - Did not rank WAS
   #2 - Did not rank WAS
   #5- "I don't know what it is."

2. Cheryl Anderson -
   #1 - Did not rank any
   #2 - Did not rank any
   #5 - No response

3. Barbara Bevelhimer -
   #1 - Ranked WAS 7th
   #2 - Responded to first 4 choices (inc. WAS) - "I think too much depends on how the students learn to rank order these skills out of relationship to a particular student."
   #5 - "De-coding words by use of phonics; words in context - sight word - configuration"

4. Mrs. Juanita Biller -
   Did not complete form. Sent letter expressing that she felt unable to answer any of the questions; is recent GED graduate, and just learning these things herself.

5. Carol Binney -
   #1 - Ranked WAS first
   #2 - Ranked WAS 3rd.
   #5 - "Phonics"
   Also expressed that she would begin working with new tutoree by explaining how letters make sounds and then helping him slide sounds together.

E: Evaluation of participants' knowledge of word attack skills

6. Roxanne Surris -
   #1 - Ranked WAS 8th
   #2 - Ranked WAS 6th
   #5 - "initial, medial, and final consonants."
   (She later suggests VAKT as alternative instruction for tutorees.)

7. Yvonne Chapman
   #1 - Not ranked
   #2 - ranked as "4" together with Patterns and Comprehension. (equates the 3?)
   #5 - "I am not sure, to be honest. I have some knowledge of these skills, in a general nature."
   In question 6, she says she would start with new tutoree "with initial consonant sounds." In question 7, she says that she would "teach him to recognize parts of words: roots, prefixes, suffixes and their meanings."

8. Susan Clark - No form recieved.

9. LaVon Coate -
   #1 Ranked WAS 6th
   #2 - Ranked WAS first.
   #5 - "All"

10. Thelma Dooley - No form

11. Richard Eisinger -
   #1 - Ranked WAS 4th
   #2 - Ranked WAS 8th
   #5 - "None?"

12. Gloria Elliott
   #1 - Ranked WAS 6th
   #2 - Ranked WAS 6th
   #5 - no answer given
   In question 6, she says she would "start with words the student knows & build on them: e.g. matching words, finding root words..."

13. Charles Gary -
   #1 Ranked WAS 6th
   #2 Ranked WAS, along with almost everything else "not knowledgable enough to answer."
   #5 - "?"

14. Susan Green -
   #1 - Ranked WAS 6th.
   #2 - Ranked WAS 3rd.
   #5 - "syllabication, compound words, prefixes, suffixes."

15. Judy Greeson -
   #1 - Not ranked
   #2 - Ranked WAS 2nd.
   #5 - "None"
   For question 7, she mentioned "role-playing of action words"

16. Brian Gregory -
   #1 - Ranked WAS 8th
   #2 - Ranked WAS 5th
   #5 - "None"

17. Sybil Haviland
   NO FORM RECIEVED

E: Evaluation of participants' knowledge of word attack skills

18. Carolyn Hood -
#1 Ranked WAS 7th
#2 - Ranked WAS 6th
#5 - "1. Meaning vocabulary; 2. sight vocabulary; 3. word recognition skills: a. meaning clues, b. visual analysis, c. structural analysis, d. phonics, e. dictionary skills."

19. Patricia Juhasz
Returned form with note saying she felt unable to answer questions.

20. Tein: Koski
No form recieved

21. Audrey Kurman
#1 - none of items marked
#2 - WAS ranked 3rd
#5 - "Structural analysis - prefixes, etc.; sight vocabulary; I prefer all these methods rather than context which relies too heavily on guessing rather than learning."
For question 7, she said she would "talk about root words, meanings and derivations... help in looking some up in dictionary..."

22. Kathi Lee -
No form recieved

23. Marilyn Lucas -
No form recieved

24. JoDell Main -
#1 - Ranked WAS 7th
#2 - Ranked WAS 7th
#5 - "context; position in sentence."
In answer to #10, she stated "I've not been able to use a phonetic approach successfully until the student has a 1500 word vocabulary and a sense of the language structure."

25. Elizabeth Overman -
#1 - Ranked WAS 1st.
#2 - Ranked WAS 5th.
#5 - "Long and short vowels, syllables, clues to irregularities in spelling and sound."
For question 6, she said, "work up from consonant and vowel recognition to words..."

26. Clara Palm -
No form recieved, had expressed feeling of inability to answer.

27. Ruby Palmer -
#1 - Ranked WAS 5th
#2 - Ranked WAS 6th
#5 - "Various texts present various arrangements of short vowel sounds; long scunds; digraphs, etc. Have used several texts."
For question 7, she includes "...work on vocabulary and decoding words..."

E: Evaluation of participants' knowledge of word attack skills

28. Cliff Pilon -
#1 - Ranked WAS 7th
#2 - Ranked WAS 6th
#5 - "Probably none"

29. Paula Schneiderman
No form recieved

30. Marilyn Shoupe -
No form recieved

31. Gary Sweatman -
#1 - dod not rank
#2 - Ranked WAS 3rd
#5 - "I'm sort of rusty on most of them in exact detail."

#32 Harold Wilson -
No form recieved

#33 Mary Helen Wiltrout -
#1 - Ranked WAS 3rd
#2 - Ranked WAS 3rd
#5 - "Phonics"
In answer to #6 - "Find out if he knows the sounds of the letters."

E: Evaluation of participants' knowledge of word attack skills

EVALUATION - KNOWLEDGE OF WORD ATTACK SKILLS - OVERALL

Of the participants, 8 did not return the evaluation form. Four participants returned the form, uncompleted, with notes expressing that the individuals did not feel they knew enough about the topics to answer. (These four included librarians and Mrs. Biller - a recent GED graduate...all involved in literacy work for the first time.)

Of the remaining participants, the following responses were given to questions concerning Word Attack Skills:

Question 1 - Participants were asked to rank WAS against 7 other topics in literacy work, according to how <u>familiar</u> they were with the topics. The overall results were:

NO RESPONSES: (indicating no knowledge of WAS):	7
Rank of 1:	2
Rank of 2	0
Rank of 3	1
Rank of 4	1
Rank of 5	1
Rank of 6	4
Rank of 7	4
Rank of 8	2

Question 2 - Participants were asked to rank WAS against the same 7 topics, according to the <u>importance</u> they felt the topics had in literacy work. The overall results were:

NO RESPONSE (indicating no knowledge of area)	4
Rank of 1	1
Rank of 2	2
Rank of 3	5
Rank of 4	1
Rank of 5	2
Rank of 6	5
Rank of 7	1
Rank of 8	1

Three participants ranked WAS lower in #2 than in #1. The rest either ranked WAS the skill or higher (i.e. more important) in #2. This indicates that participants generally feel word analysis skills are important, and that they feel less trained in this area than they would like.

Decoding, work with phonics, and structural analysis were cited most often as descriptions of word analysis skills. The breakdown of skills mentioned (in question 5) is:

Phonics (decoding)	- 8	Meaning vocabulary	- 1
Structural analysis	- 4	Visual analysis	- 1
Sight Vocabulary	- 3	Dictionary skills	- 1
Syllabication	- 2	Clues to irregularities in spelling + Sound	- 1
Use of context	- 2		
Configuration	- 1	"Do not know" (or responses indicating no knowledge)	- 10
Compound words	- 1		
Meaning clues	- 1		

E: Complete evaluation of
October workshop

Six individuals were randomly selected to be interviewed at various points in the workshop. Interviews were conducted informally during breaks, or at meals. The individuals were not told that they were being interviewed, and thus the structure of the interview was conversational. Notes were taken as soon after each interview as possible. Although all six were interviewed, only one interview took place after each activity because of time restrictions. Here are paraphrases of the main points brought up by individuals:

Individual 1 (interviewed after work in manuals on Patterns in Language, Friday night): I didn't get through much in the manual last time (September workshop). Doing it tonight really clarified the ideas of patterns...I can see how I'm going to present this section to tutors - I'd rely alot on the manual with the film almost as support...I thought the way we did it - with everyone working on some parts and then reporting back to the group was a good way of covering the material efficiently...It could be very tedious and frustrating for one person to work through it all at once.

Individual 2 (interviewed following the staff presentation on Word Analysis Skills, Friday night): I'm still not sure why context comes first (in the manual, and in the staff presentation.) I understand how adults use context like street signs and all that, but I don't see them using context in reading until they can read pretty well. I guess I feel that phonics needs to come first - or maybe picture clues...I liked the explanations in the manual. They were short and gave a good overview of the different skills.

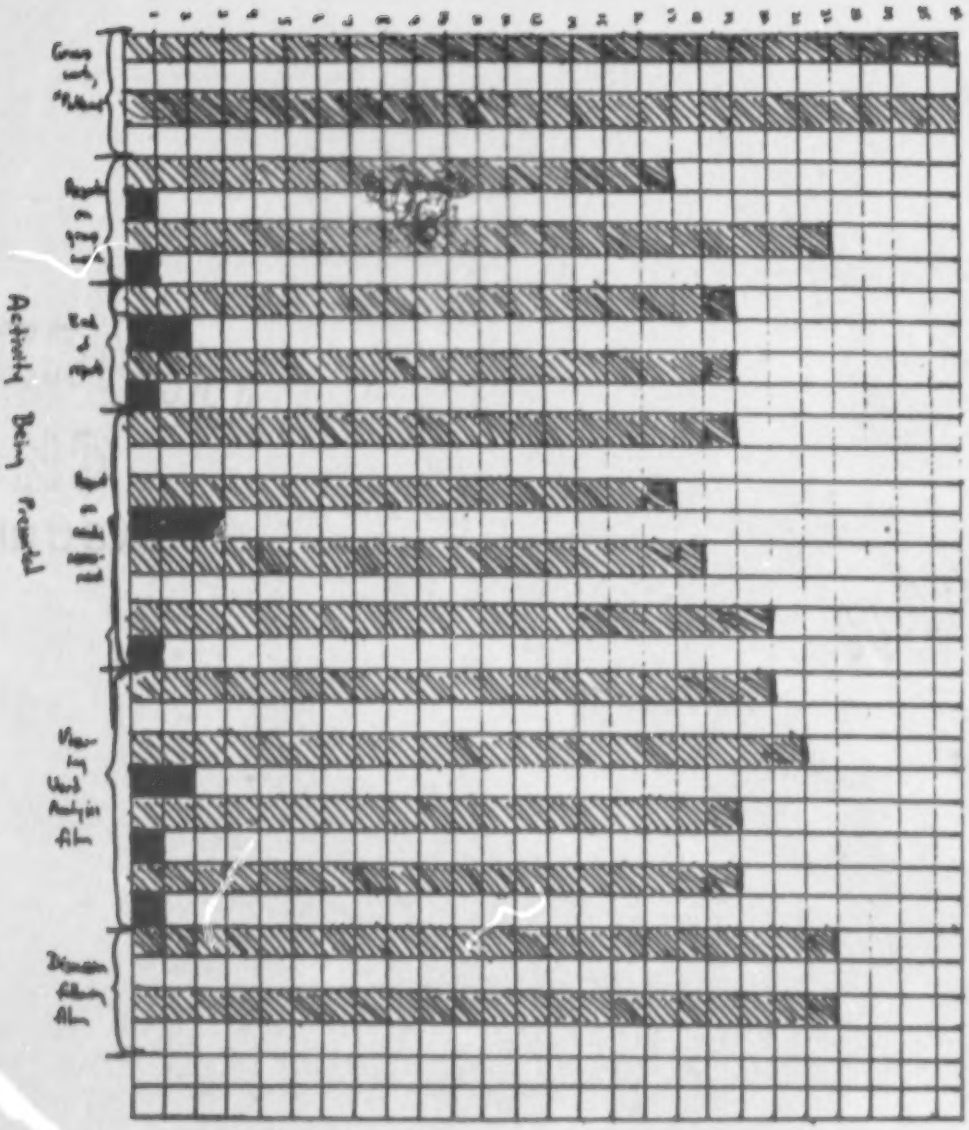
Individual 3 (interviewed after viewing Word Analysis film, Saturday morning): There was alot of information in the film...I found it pretty hard to follow... Reading the sections last night really helped me follow...I feel like I need to see the film two or three times...I'd also like to see some more ways that these skills can be tied into the other things we've covered, like Language Experience approach...

Individual 4 (interviewed after designing a program for one of the case studies in the manual - Saturday morning): I really enjoyed that. I was surprised at how many good instructional ideas we came up with with so little information. It also helped me see the value of getting to know the learner and finding out some of this information at the first.

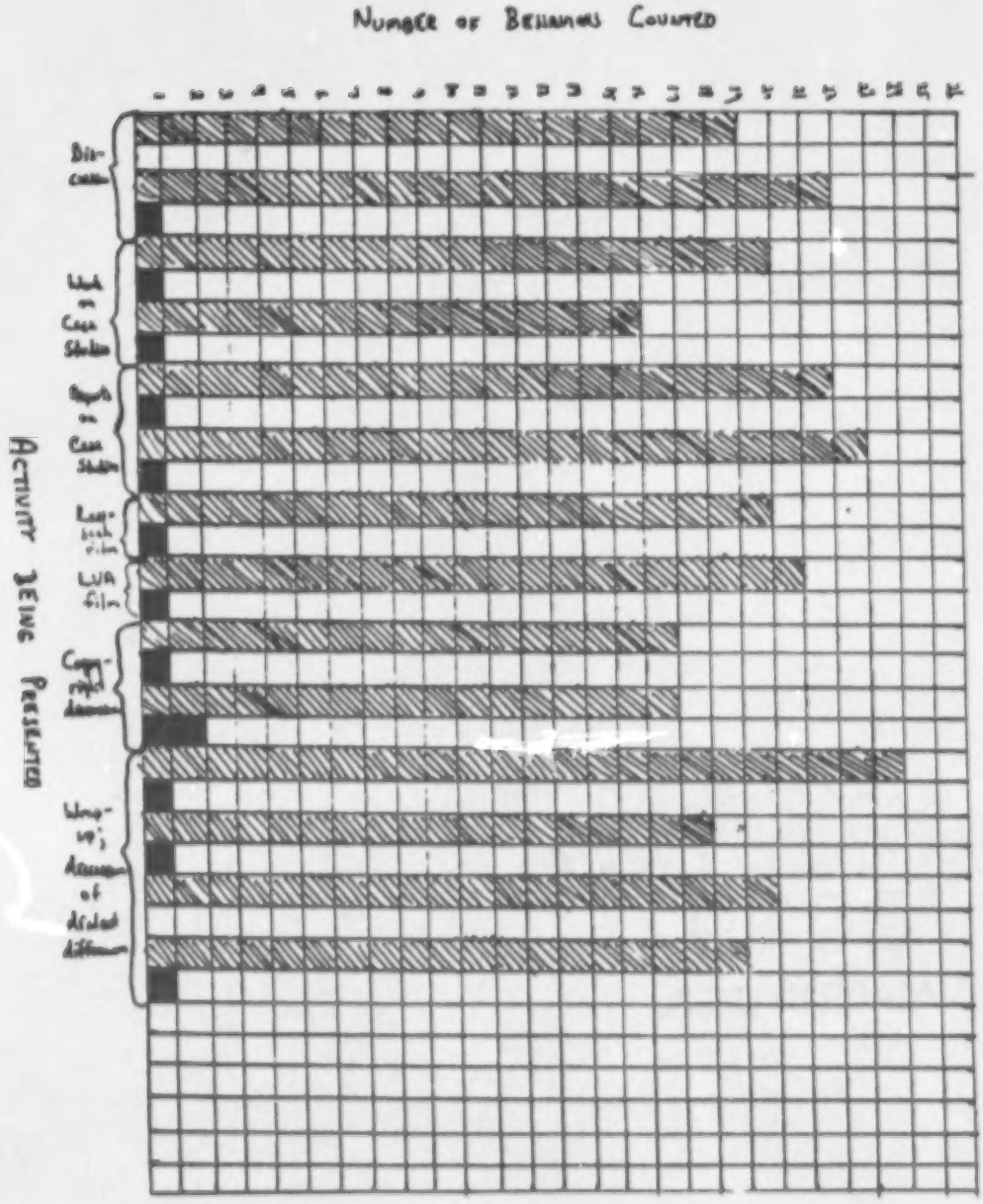
Individual 5 (interviewed after designing a program for one of the case studies - Saturday morning): It was really good to work together on this...Sharing ideas helped us get lots of ideas for instruction...I think I'll use the same type of exercise with my teachers...I really feel like alot of the ideas we've gone over have been clarified.

Individual 6 (interviewed following viewing of other films - Laubach, Maryland tapes, Literacy Volunteers - Saturday afternoon). I'd like to see more of those films - especially the Literacy Volunteers. It's funny, but seeing snatches of those programs helped me see the real advantages of LIT-TV. Like in the Maryland tapes when they used actors...it was obviously fake, while LIT-TV comes off as real. From what we saw of the Literacy Volunteers, it seems to go slower and more in-depth, at least on language experience. Maybe it would useful to help clarify the ideas...I don't know. Sometime it might be worthwhile to see the whole thing.

E: Complete evaluation of October Workshop



E: Complete evaluation of October Workshop



During the last half hour of the third workshop, questions were asked of the participants in order to get some evaluative statements from the group. The activities of the three workshops were reviewed and then the participants were asked:

1. Did work in the manuals help to clarify and expand the ideas in the films?
2. How do you see using the manuals in local training workshops?
3. Which of the major areas came across best to you? Why?
4. Which of the areas seemed weakest in presenting the ideas and strategies? Why?
5. Which activities that we did could be used (or have you used) at a local workshop?
6. Which activities would you probably not use? Why?
7. We hope to be able to distribute these materials outside of Indiana at some point. If we do so, we want to include a small handbook outlining the strengths and weaknesses of our approach. What sorts of suggestions would you have for including in this handbook?

Because this evaluation took place in the final part of the last workshop, possibl participants were anxious to depart for home. For whatever reasons, this discussion was very short, and yielded few participant responses. For this reason, only questions 1,2,3 and 7 were asked at the time. Responses to these questions were:

1. - There is an advantage in seeing how the manuals were used in the workshops. A User's Guide would be useful to teach how to use the manuals and the films.

2. - Good idea to see the film first
   - Bibliography on page 96 (of the manual) is good. Get those materials and look at them.
   - A copy of the book (manual) doesn't come alive until in a workshop situation sharing with others.

3. - Language Experience Approach. Good for one-to-one and builds rapport.
   - Remembering that the process may be slow.

7. - Not everyone learns the same way. And this can be used by the tutor for further motivation. For example, I enjoy learning by myself; there may be others like me. I would suggest (in this handbook) the possibility of less time here (in a workshop) and more time at home (going over the materials on your own.)

In addition to these answers, four participants wrote answers to some of these questions on the back of their post-test questionnaires. It was unclear whether they did this because they were reluctant to speak out in the group setting, or whether they simply preferred to write responses. At any rate, the four participants answered thusly:

Participant 1: The manuals and films together bring the material clearly in mind. In addition, the films graphically show enthusiasm of students and teachers - that it can work. Overall, I feel that I have become aware of tutoring techniques and have gained confidence in trying to be a tutor myself as well as act as a spreader of the 'good news' about this technique and the need of sharing this with non-reading adults.
p.s. Many thanks for your staff's 'personal interest' in each one of us as participants in your workshops and our professional backgrounds and job responsibilities.

Participant 2: I thought this workshop format was quite useful. It makes alot of sense to me to start a low level reader or non-reader in materials of his/her own creation and choosing (as was stressed in the sessions) I feel the chances of retaining a student after the first encounter are greatly increased when using this approach. In taking these workshops and giving workshops, I feel much stronger on the basic literacy approaches. I thought the manuals were excellent follow-up materials to the film presentations. I would suggest anyone using these materials to supplement with some of the various available texts (like for teaching phonics, etc.)

Participant 3: The directions (during the workshops) always seemed vague. I almost always had to ask again what we were supposed to be doing and even then I sometimes felt I didn't really know what we were supposed to do. It also seems the films were shown at one time and the actual discussion of the methods used weren't discussed while still fresh in our minds; for example, often the film was shown in the evening and the discussion of methods took place the next day. I don't feel that this workshop has adequately prepared me to conduct a workshop using these materials...The films were excellent but I found the manual difficult to read and understand. I would like to use the films, but would write my own tutor handbook. I did feel that the intermingling helped to familiarize all of us as to what is happening in ABE in Indiana. I also feel that a different scheduling of the three workshops would eliminate many of the difficulties I have mentioned.

Participant 4: Being that I'm in a unique situation (i.e. individual had just begun working with literacy before the first workshop and had had no previous training of any kind on any level), I found the workshops both educational and confusing. The confusion came from the manual - it was somewhat hard to follow and I often had the feeling that I was missing something or that something was going over my head. I learned an awful lot that has helped me, though, and I feel if I had known then, when we started, what I know now, the situation with the manual would have been different. Thank you for your help...

After the third workshop was completed, staff members met and decided that

due to the fewness of responses to what were felt to be important evaluation questions, randomly selected individuals should be called and interviewed. The evaluator decided to start with question 7 (about the potential handbook of strengths and weaknesses) because this question was seen as least threatening and most useful in gaining both positive and negative feedback. Other questions would also be asked if needed to solicit more information. Six of the participants were randomly selected. As of this report, four have been contacted. These interviews were lengthy and, for purposes of this report, will be summarized. The four respondents made these points:

Respondent 1: The workshops should be incorporated into tutoring (so that after you have a workshop on Language Experience, you go out and do it.) There was a lot of content in the workshops, and this would be a way of making it manageable. The manuals were effective in providing this type of experience in the workshop itself. I also thought the manuals were effective in expanding on the ideas in the films. I think that refering to the scripts (included in the manuals) while you do exercises in the manual would help tie the films and print material together neatly. I'd suggest that in a handbook.

Respondent 2: I felt I learned alot at the workshops. I had tutored for a number of years using one method only. I distrusted other methods. But the films especially helped me see the value of other methods. I think you should include something like in a handbook...something about the relationship of this method to other methods...Frankly, five months ago I would have ignored the program altogether. So to help get over this kind of hurdle I'd include some things about other methods. I think too that a problem with the materials for someone of my training is that I had trouble following the sequence...What you teach first, and so on. I understand now that the sequence isn't all that important, but I do think something to tie together the sections better would be helpful.

Respondent 3: I actually would have different suggestions depending upon which section it is. The Language Experience Approach part was thorough and excellent. I would suggest doing it just as we did. I also thought the material we did in the manuals on the second two parts (Patterns and Word Analysis Skills) helped clarify the areas. I would suggest for those sections, and for the Comprehension section especially, that a trainer think carefully about the group being trained. It may be necessary to spend a lot of time on those areas, and go through the manual very carefully...maybe even supplement with other things. The other possibility - and I think this is a real strength of the program - is to simply have different tutors (depending on their needs and their students) go through different sections of the programs at different time.

Respondent 4: I looked carefully through the manual after the first workshop. I see lots of uses for it in training. I guess because most of us (at the Indianapolis workshops) were experienced tutors or

trainers that we didn't go through all parts of the manual. I'd suggest you have people go through the manuals before they do training and really use it pretty much the way it's laid out.

LIT-TV

Check progress: Language Experience (from Manual, p.70)

1. Define or describe the Language Experience Approach.

2. List alternative sources of content for student stories.

3. Describe the procedure for dictating and recording a Language Experience story.

4. State some advantages of this approach.

5. Describe some extensions of this approach.

marion
county
association
for retarded
citizens

2400 North Tibbs Avenue, Indianapolis, Indiana 46222
Telephone (317) 639-6271, Jack S. Collins, Executive Director

October 4, 1977

Dr. Anabel Newman
Institute for Child Study
Indiana University
Bloomington, Indiana 47401

Dear Dr. Newman:

Thank you for the informative L.I.T.-T.V. workshop you conducted September 23 and 24. I found the materials you have developed and the group discussions very helpful and enlightening. When you asked who might have problems attending the next workshop, I am sorry I forgot at the time that I do have a previous commitment for October 15. I will plan to attend October 14, regardless, and look forward to seeing you then.

Sincerely,

Cheryl Anderson

Cheryl Anderson
Supplemental Skills Instructor

CA/dw

E: Summative Evaluation

NEW ALBANY-FLOYD COUNTY

CONSOLIDATED SCHOOL CORPORATION

TOMMY L. PAUL, INSTRUCTIONAL ASSISTANT
RAY YOUNG, TEACHER-COUNSELOR

you can
Adult Learning Center
1827 Beeler
NEW ALBANY, INDIANA 47150
812-948-8166

October 23, 1977

Dr. Michael Parer,
LIT - TV
Institute for Child Study
PyPass 46,
Indiana, University,
Blomington, Indiana

Dear Dr. Parer,

I regret that I was not able to attend the Workshop last week-end but I am looking forward to seeing you in November.

We do not have our Workshop started but would like to share with you some of our hopes for the near future.

On Monday, October 24, I plan to begin a tutoring session with a thirty six year old lady, who is reading on a low fourth grade level. I will use the LIT TV beginning method of "Story Form background information, and will use it for the first reading lesson. I believe that establishing a good beginning relationship is important and that you method is both simple and complimentary.

At this time, our Adult learning Center can accomadate only three working tutors. Our classrooms are filled to capacity with our G.E.D. students. Soon we will have private rooms for our one on one classes at the Career Resource Center next door to the Adult Learning Center. These classes will probably be held on Monday, Wednesday and Friday, both afternoon and evening. The Salvation Army Center can provide at least one room for private tutoring which may add up to a possible twelve students receiving private tutoring on a weekly basis.

We plan to share the entire LIT TV method with all tutors. We also, feel it would be well to make our current materials available to them. Perhaps, some would see a need for change of materials at a certain stage, while others, (maybe all of them) may want to continue the LITTV method all the way We plan to have quality tutors who can rely on their own discression

Institute for Child Study October 23, 1977

to meet their students needs. Each tutor will keep individual files on their students, and I plan to keep individual files on students and tutors. Student files will contain along with actual Learning progress, any personality hang-ups and attitudes in general. The tutors file will contain their own feeling and comments, how they approached and dealt with any special problems, etc.

Our intention is to come together periodically with our trained counselors and in a sharing session learn from one another through actual experiences.

I have recruited two, possibly three, tutors among my own friends. One gentlman is a retired elementary teacher and dispatcher for a large trucking firm. Another, is a retired lady who has worked much of her life as a secretary and a Personnel Assistant in a trucking firm, interviewing and administrating aptitude tests to prospective employees. The third (possible) tutor has been a bookkeeper and saleslady in one of our better dress shops in this area and is now raising three small daughters. She is involved in scouting (Brownies) and the P.T.A. but expressed a definate desire to tutor if she can fit it into her busy schedule.

We will soon, begin approaching our P.T.A. churches and perhaps some auxiliaries. We hope to show the fils and materials to representatives from thesegroups and later present it to the entire membership in the form of a community need.

If you have any suggestions to aid us with our plans, we would appreciate hearing from you. I have listed some questions which I had planned to ask last week-end. I would be interested in knowing if your program has been used with more students than the ones shown on the film. Also, how many started and how many finished the entire session? Realizing that all students are different, I know my next question will be difficult to answer, but I would like to know approximately how long it may take to ready a low-level reader for G.E.D classrooms participation.

I hope that this letter will enable you to put some form of picture together as to what we are presently doing as well as our future plans. We thank you for all you have made available to us and I personally thank you and your fine staff for the warm and friendly encouragment you extended to me.

Sincerely yours,

Juanita Biller

cc Dr. Anabel Newman
Ron Young
Tom Paul

Tutoring program started to teach adults to read 11/4/77

Helping adults learn to read is the purpose of the new VITAL program sponsored by the Monroe County Public Library. VITAL stands for Volunteers in Tutoring Adult Learners.

Fourteen volunteers from the community have recently completed a training workshop and are ready to provide free tutoring in reading to adults who, for some reason, have not been able to develop their reading ability to a level adequate to serve their everyday needs.

A recent survey shows that 9,000 adults in Monroe County lack basic reading skills.

An adult non-reader probably cannot fill out employment forms, read a rental lease or sale contract, read basic instructions, qualify for promotion on the job, or help his children with their homework.

The result is often frustration, anxiety, embarrassment and low self-esteem caused by having experienced failure in the past.

Any adult in the Monroe County area who lacks adequate reading skills is eligible for free tutoring service through the VITAL program. This program is intended for persons no longer enrolled in public school programs.

Anyone who knows of a person who would benefit from the one-to-one tutoring offered through this program should have him or her call the library at 339-2271. The Reading Coordinator, Audrey Kurman, will provide the details and arrange for a meeting, after which a tutor will be assigned.

The tutoring sessions will involve about two hours a week, at a time to be arranged between the learner and tutor.

Several tutors are ready to start right away and another group of volunteers will be attending the next tutor training workshop which is already being arranged.

The VITAL program has had the benefit of advice and materials from several excellent resource people as well as the enthusiastic support and sponsorship of the Monroe County Public Library.

The Herald-Telephone,

Bloomington, Indiana 11/4/77

Plan Training For Teachers Of Illiterates

The Logansport State Hospital adult education program is sponsoring a workshop for volunteers who will teach reading in the literacy program.

The training sessions are scheduled on Nov. 7 through 10 and Nov. 14 through 17. The sessions will be held from 10 a.m. to noon on each of the days.

The training sessions, which will involve films on the language experience approach, will be held at the state hospital.

Previous training or experience is not necessary. All interested persons are invited to volunteer for the program. The times for the volunteer work can be arranged to meet the schedule of the volunteer. Most of the teaching will be on an individual basis with non-reading adults, according to school officials.

Persons who wish to volunteer for the program but who are not able to attend any of the training sessions can still volunteer.

Interested persons should call Ruby Palmer at the state hospital or contact the volunteer service office at the hospital. John Racop is principal of the school at the state hospital.

The Pharos Tribune,

Logansport, Indiana 11/2/77

THURSDAY, NOVEMBER 17, 1977

Reviews literacy program

Anabel Newman, center, associate professor of reading at the Indiana University School of Education and speaker at Delta Kappa Gamma meeting this week, shows adult literacy instructional materials to DKG members, Helen Voorhies, left, and Dorothy Taylor. Prof. Newman has been instrumental in helping developing a training program for volunteer tutors for teaching visually illiterate adults in Monroe County.

Page 12

11/14/77 H-T

Anabel Newman speaker for Delta Kappa Gamma

The progress of Bloomington's adult literacy program will be related to members of Delta Kappa Gamma today.

The education honorary society will meet at 7:3 p.m. in the Dragon Inn.

Anabel Newman, associate professor of reading at the Indiana University School of Education, will be the speaker. She has been active in developing a training program for volunteer tutors for Bloomington's New Readers since 1974.

The joint university-community program makes possible the teaching of reading to visually illiterate adults in Monroe County.

Under a $22,000 grant from the Indiana State Department of Public Instruction, Newman and Michael S. Parer prepared and edited a film series and printed materials for use as a training program for tutors.

MONROE COUNTY PUBLIC LIBRARY

November 28, 1977

Anabel Newman
Michael Parer
Co-Director
LIT-TV Project, Indiana University
University School
Bloomington, IN 47401

Dear Anabel and Michael:

Now that we have completed the first series of VITAL tutor training workshops and eight adults in the community are being tutored, we would like to express our thanks to you and your staff.

Not only did we benefit from Audrey Kurman's participation in your statewide workshop, but the encouragement, advice and materials provided by you and your staff, Bluey Diehl and Carey Tisdal, was of great help in training our tutors.

We feel this is the beginning of an exciting project made possible by the variety of resources we have been fortunate to tap in the community and the excellent spirit of cooperation which you have demonstrated. We will keep you posted on the progress of the project as we reach out to the Monroe County community with this service.

Sincerely,

Bob Trinkle
Director

Sally Hunt
Assistant Director

ct

Director, Robert Trinkle, 303 E. Kirkwood Avenue, Bloomington, Indiana 47401
Telephone 812-339-2271 TWX Monroeco Lib 810-351-1382

michigan city public library

December 8, 1977

Dr. Anabel P. Newman, Director
Reading Practicum Center
Indiana University
Bloomington, Ind. 47401

Dear Dr. Newman:

I was very sorry that I couldn't attend the last workshop for LIT-TV. Thank you all for the kind wishes. My husband is recovering well from his accident.

The program for teaching that you and Dr. Parer have developed will be of inestimable value in Indiana if we can introduce it so that it will reach the people who need it.

At our initial meeting on November 19th, I invited adult education leaders, people who work with volunteers, and heads of agencies working with minority groups. The meeting was well attended, and films one and five were shown. I explained the program in its entirety and the tutorial system was very well received. Those people who work directly with tutors confessed that the frustration of working with materials not suited for the age level of their students defeated many tutors. They also felt that working with language experience stories generated by the learner would be a more satisfying approach for both tutor and pupil.

I gave manuals to several people who were interested in reading the entire program. We had a discussion on the distribution of materials. A list is enclosed which contains the names of people invited to the meeting and those who have the manuals.

This group plans to meet again in January. In the meantime, we will be working on the acquisition of the films. We thought perhaps the Michigan City Public Library might purchase the film "Talking It Over", to use for club meetings or church groups in a recruitment program.

Our library is presently considering video equipment, and if we do purchase that, we will I am sure, be able to acquire the tapes. I feel that we are off and running and hope that we can report more progress to you in January.

Thank you for an interesting experience. I hope that you have a very happy holiday season.

Sincerely, Clara Palm

100 EAST FOURTH STREET, MICHIGAN CITY, INDIANA 46360 219/879-4561
MARQUETTE MALL BRANCH, MARQUETTE MALL, MICHIGAN CITY, INDIANA 46360 219/879-5311

E: Summative Evaluation

(SECTION FROM A REPORT BY RUBY PALMER, LOGANSPORT STATE HOSPITAL, ABE)270

I was asked to give a 45 minute overview of the LIT-TV materials as part of an all-day inservice training session November 16 for the Logansport State Hospital Activity and Occupational Therapy staff and staff of the Grant-Blackford Mental Health Center at Marion, the Wabash Valley Hospital Mental Health Center at West Lafayette, and the Kokomo Regional Mental Health Center. There were 26 in attendance.

I chose to show Film I, Language Experience Approach, after a brief statement of the development of the film and its place in the LIT-TV series. Five manuals were available to the group to examine during the session.

After the viewing of the film, I suggested ways that they might adapt this method with their clients. I explained that this approach had been used successfully in elementary schools and with remedial students and non-reading adults. I showed and explained the scribble story written by my first grade daughter and shared the language experience stories from the LIT-TV manual. I also showed the charts using various word analysis skills to illustrate that there is much more to the teaching of reading than the language experience stories.

I concluded by telling them of persons they could contact for conducting the complete workshop. Representatives from each of the Comprehensive Health Centers received a LIT-TV manual and expressed interest in having a workshop in their area for their staff and volunteer tutor prospects.

During the course of giving the workshop, I reviewed books and pamphlets that had been ordered from Staff Development

Dec. 16,1977 VITAL

E: Press Release to The Monitor; Newsletter of I.L.A.

Monroe County Public Library has recently embarked an exciting community service. This is a volunteer one-to-one tutoring service provided free of charge to adults who need assistance either in learning to read or in improving their ability to read so that they are able to function adequately in their everyday life.

We call this program VITAL (Volunteers In Tutoring Adult Learners). The library sponsors it, providing materials, space for meeting, coordination and encouragement. The tutors are members of the Monroe County community who are volunteers and who have become sincerely dedicated to providing this service. They have attended a series of workshops and spen some additional time each week selecting and preparing materials for their meeting with the learners. At the present time, ten learners are meeting on a regular basis with these tutors on an individualized program, on a one-to-one basis. Other learners will be starting soon.

The learners are various members of the community who have recognized that they have a real need to learn to read, or read better, in order to reach some important goal in their life. Their need might be to prepare for a GED test, to qualify for a promotion at work, to be able to read to their children, to get a job, or to be able to read recipes and directions. In most cases they need to build and practice skills they have for some reason missed out on in earlier life. This may have happened when some serious break occurred in early education, such as an illness at a crucial time, an excessive number of moves, or early drop-out because of family need. In almost all cases they need to rebuild a damaged self-image.

One thing shared by both tutors and learners is a very real enthusiasm. Their mutual interest in improving literacy is an important factor in making the program work well.

The tutors have received instructions and suggestions as to what materials and methods might be effective for identifying the reading problems and for helping the learner to improve the skills required to correct the problems and increase reading ability.

The tutor training program has been based primarily on a series of literacy films and workbooks called Reading Right, produced by Dr. Anabel Newman and Dr. Michael Parer, through LIT-TV in conjunction with the Indiana Department of Education. Through the workshops in October and November, advice from excellent resource people, and subsequent meetings the tutors have sharpened their own resources and are enthusiastically guiding their learners to better reading ability through training, practice and encouragement.

Anyone interested in more information about the VITAL program may contact the Reading Tutor Coordinator, Audrey Kurman, at the library, (812) 339-2271. The next series of workshops will be held in January and February. A waiting list has already been established for people wanting to become tutors.

NEEDS ASSESSMENT SURVEY

1. NAME _____

ADDRESS _____
street city

_____
state county zip

_____
telephone (area code) #

2. AGE GROUP

_____under 20 _____50-59

_____20-29 _____60-69

_____30-39 _____70-79

_____40-49 _____80 or over

3. SEX

_____Female _____Male

4. EDUCATIONAL BACKGROUND

_____high school graduate _____Master's degree

_____some college _____Doctorate

_____Bachelor's degree _____other (please specify)

_____

5. Are or were you a teacher by profession (outside of literacy tutoring)?

_____yes _____no

6. If you are or were a teacher by profession, how many years of teaching experience have you had?

_____less than 1 year _____15-19 years

_____1-4 years _____20-24 years

_____5-9 years _____25-29-years

_____10-14 years _____30 years or over

7. How much experience have you had tutoring adult non-readers?

_____no experience	_____10-14 years
_____less than 1 year	_____15-19 years
_____1-4 years	_____20-29 years
_____5-9 years	_____30 years or more

8. Approximately how many adults have you tutored in reading? _____

9. Briefly describe the type of training you had to prepare you to tutor adult non-readers.

10. How would you rate your training for literacy tutoring?

_____excellent

_____very good

_____good

_____average

_____poor

11. Many large groups (e.g. Ford, Lilly, Medical professions) are using video tapes to train their personnel. How do you feel about the idea of using video tapes (TV) for training literacy tutors?

_____excellent

_____very good

_____good

_____average

_____poor

12. List the three most valuable (useful) content information areas you learned in your training experience.

_____

_____

_____

13. List five things you wish you had known (but didn't) before you began tutoring adult non-readers.

_____

_____

_____

_____

_____

14. List three mistakes you feel that you made as a new tutor.

_____

_____

_____

15. List the three most successful techniques that you use now in tutoring.

_____

_____

_____

16. What do you see as your three most pressing problems in tutoring?

_____

_____

_____

THE NEXT FOUR QUESTIONS REQUIRE A BIT OF ROLE PLAYING ON YOUR PART.

17. If you were responsible for a training program for literacy tutors, what three content areas would you consider most essential to teach your tutors. (Please list in order of importance).

1._____

2._____

3._____

18. If you were responsible for setting up a training program for literacy tutors, what three things would you do the same as they were done in your own training period?

_____

_____

_____

19. What three things would you do differently from your own training program?

_____

_____

_____

20. What style of training would you set up to train your new tutors?

_____weekly group sessions for a prescribed period of time

_____intensive workshop

_____one-to-one instruction

_____other (please describe)_____

21. Could you supply us with the names and addresses of people you know who would be interested in beginning a training program to become a literacy tutor? Such people would be of great help to us in evaluating the effectiveness of our programs during the production stages.

Thank you very much for your cooperation.